

DOCUMENT RESUME

ED 315 968

EC 222 721

AUTHOR Renfroe, William; And Others
TITLE First Follow-Up of Special Education Graduates, 1986.
Publication No. 525.
INSTITUTION Los Angeles Unified School District, Calif. Research
and Evaluation Branch.
PUB DATE Dec 88
NOTE 157p.; For related documents, see ED 274 764 and EC
222 720.
PUB TYPE Reports - Research/Technical (143) --
Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Daily Living Skills; Educational Needs; *Education
Work Relationship; Employment Level; Followup
Studies; Graduate Surveys; High Schools;
Individualized Programs; *Learning Disabilities;
Longitudinal Studies; *Mild Mental Retardation;
*Moderate Mental Retardation; *Postsecondary
Education; Quality of Life

ABSTRACT

This is the first follow-up report of a 5-year longitudinal study which examined whether training provided handicapped students in Los Angeles high schools adequately prepares them for the world of work and independent living. Subjects were 253 handicapped (mostly learning disabled (LD), educable retarded (ER), or trainable (TMR) mentally retarded) young adults graduating from high school in 1986. Findings concerning high school preparation included that 87% of males and 52% of females had taken vocational education classes. Among findings concerning postgraduate school activities were that over half of the LD graduates had taken at least one course in a community college or technical school. Findings concerning employment included that graduates' plans for employment were fairly consistent with their actual activities and that most TMR and ER graduates are unemployed and not seeking employment. Among findings concerning independence were that almost all graduates still live in the homes of their parents or guardians and that LD and ER graduates are satisfied with their current lives. Implications for educational practice include the need to reexamine independent living courses and to institute a transitional program for each graduating student with disabilities. The appendixes include tables and the special education post-high-school activity survey. (DB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED315968

EC 222 721

**FIRST FOLLOW-UP OF
SPECIAL EDUCATION GRADUATES, 1986**

PUBLICATION NO. 525

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PROGRAM EVALUATION AND ASSESSMENT BRANCH

LOS ANGELES UNIFIED SCHOOL DISTRICT

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Harold
Stevens

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

First Follow-Up of Special Education Graduates, 1986

Publication No. 525

This Report Was Prepared by

William Renfroe, EdD
Lola Hendricks, MA
Leo Weisbender, PhD

Program Evaluation and Assessment Branch
Los Angeles Unified School District

December 1988

LOS ANGELES UNIFIED SCHOOL DISTRICT

LEONARD M. BRITTON
Superintendent

APPROVED:

FLORALINE I. STEVENS
Director
Program Evaluation and Assessment Branch

PHILLIP T. CALLISON
Assistant Superintendent
Division of Special Education

ACKNOWLEDGEMENTS

Special thanks go to Dr. Doris Soroky, Harry Schmoll, Mark Stevens, and their staffs in the Division of Special Education who helped in planning and implementing this research project. Also, special thanks go to the staff of vocational education teachers who, for 2 years, assumed responsibility for collecting baseline data. Sincere appreciation goes to all the interviewers and other staff members who assisted this project in other ways.

TABLE OF CONTENTS

	Page
Acknowledgements	iii
List of Tables	vi
List of Figures	viii
Executive Abstract	ix
Chapter	
1 Introduction	1
Background	
Purpose of Study	
Research Activities	
Baseline Data	
Subjects	
Interview Protocol	
Interview Procedures	
Interviewer Selection and Training	
Interview Protocol Field Testing	
Letters and Follow-Up Telephone Calls	
Interviews	
Data Analysis	
Reporting Format	
2 Background Literature	9
Transition Services	
Conclusions Based on the Literature	
3 Results of Interviews	17
Background	
Findings	
4 Summary of Findings and Trends	38
Findings	
Trends	

TABLE OF CONTENTS (continued)

	Page
5 Comparisons With Other Follow-Up Studies	50
Comparison With Other LAUSD Follow-Up Studies	
A Comparison of the Colorado Statewide Follow-Up	
Study With LAUSD Special Education Follow-Up Study	
6 Discussion, Implications, and	
Recommendations	59
Discussion	
Implications	
Recommendations	
References	65
Appendix	
A Tables	67
B Longitudinal and Cross-Sectional Study	99
C Handicap Class Codes	101
D Special Education Post-High-School Activity	
Survey	103
E Guidelines for Conducting Interviews	115
F Letter to Sample Graduates	118
G Geographical Areas	120

LIST OF TABLES

Table		Page
1	1986 Graduates and Follow-Up Sample, by Disability Group	68
2	Follow-Up Sample, by Disability and Gender	69
3	1986 Graduates and Follow-Up Sample, by Gender	70
4	Demographic Description, by Disability Group	71
5	Demographic Description, by Disability Group and Gender	72
6	Opinions of Graduates, by Disability Group	73
7	Opinions of Graduates, by Disability Group and Gender	74
8	Post-High-School Educational Experiences of Graduates, by Disability Group	76
9	Post-High-School Educational Experiences of Graduates, by Disability Group and Gender	77
10	Graduates' Postschool Activities Compared to Their Plans	78
11	Work Experiences of Graduates, by Disability Group	80
12	Work Experiences of Graduates, by Disability Group and Gender	81
13	Jobs Held by Graduates, by Disability Group	82
14	Jobs Held by Graduates, by Disability Group and Gender	83
15	Earnings of Graduates, by Disability Group	84

LIST OF TABLES (continued)

Table		Page
16	Earnings of Graduates, by Disability Group and Gender	85
17	Problems Graduates Experienced at Work, by Disability Group	86
18	Problems Graduates Experienced at Work, by Disability Group and Gender	87
19	Number of Jobs Held by Graduates, by Disability Group	88
20	Reasons Learning Disabled Graduates Left Their Jobs	89
21	Transportation Used by Graduates, by Disability Group	90
22	Transportation Used by Graduates, by Disability Group and Gender	91
23	Graduates' Living Status Since High School, by Disability Group	92
24	Graduates' Living Status Since High School, by Disability Group and Gender	93
25	Financial Independence of Graduates, by Disability Group	94
26	Financial Independence of Graduates, by Disability Group and Gender	95
27	Assessment of Graduates' Quality of Life, by Disability Group	96
28	Assessment of Graduates' Quality of Life, by Disability Group and Gender	97

LIST OF FIGURES

Figure		Page
1	Graduates by gender	18
2	Graduates by disability group	19
3	Certificate received	22
4	Vocational classes completed in high school, grades 10-12	23
5	Work experience classes completed in high school, grades 10-12	24
6	Graduates in school	27
7	LD graduates in school	28
8	Employment status	30
9	Employment: categories of jobs held by graduates (<u>N</u> = 52)	32
10	Transportation for work (<u>N</u> = 52)	34
11	Transportation to other places (<u>N</u> = 100)	35
12	Post-high-school education	55
13	Transportation: to work and other places	55
14	Living arrangement	56
15	Financial independence	56
16	Employment since high school	57
17	Employment: who located job for graduates	57
18	Problems at work	58
19	How graduates feel about life	58

EXECUTIVE ABSTRACT

DESIGN OF THE STUDY

The major purpose was to determine whether or not the training provided handicapped students in high school effectively prepares them for the world of work and independent living.

Major Research Question

The study answered this research question:

1. What are the post-high-school activities of handicapped graduates 1 year after graduation?

Corollary Research Questions

2. What was learned about the graduates' preparation while in high school?
 3. What were the graduates' school activities since graduation?
 4. What were the graduates' employment activities since leaving high school?
 5. What were the findings about the graduates' transition to adult life and their degree of independence?
-

MOTIVATION FOR CONDUCTING THE STUDY

Why was this study conducted?

Factors that influenced LAUSD to conduct this study were:

- California legislation that required local education agencies to evaluate their special education programs annually
- a vested interest in research that could be used to improve district educational programs for handicapped students
- prior studies that consistently show the need for more information about the postsecondary needs of young handicapped adults

Response

Carefully considering the above issues, LAUSD responded by:

- planning a 5-year longitudinal and cross-sectional study
 - implementing a system for collecting appropriate data
-

SAMPLING DESIGN

Who were the subjects for this study?

Participants

The targeted group for this follow-up study were 253 handicapped young adults who were part of a random sample of 945. These were the young adults in the sample who graduated from LAUSD high schools in June 1986. Also included in the sample were those students who did not actually graduate, but did fit the study definition of "graduate."

The graduate group was comprised primarily (81%) of Learning Disabled (LD), Trainable Mentally Retarded (TMR), and Educable Retarded (ER) young adults. Of the 118 interviewed, 85% were from the same three disability groups.

Data Source

Data from the following sources were analyzed:

- Personal Interview Questionnaire
 - Special Education Postsecondary Longitudinal Study--Preliminary Report, 1985-86
-

STUDY FINDINGS: HIGH SCHOOL PREPARATION

What was learned about the graduates' preparation while in high school?

- Most Learning Disabled (LD) graduates received diplomas while the entire group of Trainable Mentally Retarded (TMR) graduates received letters of recommendation instead. Slightly more than half (55%) of the Educable Retarded (ER) graduates received letters of recommendation.
 - Vocational education classes were taken by 87% of the males and 52% of the females in the follow-up group.
 - Male TMR graduates report taking work experience classes more often than other handicap groups.
 - Female graduates are generally more positive about their high school preparation than males.
 - All graduates agree that they need better preparation to help them live independently in the community.
 - Graduates also agree that high school was least effective in teaching them the skills necessary to be able to select the best job for themselves.
-

STUDY FINDINGS: POSTGRADUATE SCHOOL ACTIVITIES

What were the graduates' school activities since graduation?

- About half of the LD graduates have taken at least one course in a community/junior college or a vocational/technical school.
 - None of the graduates are attending a 4-year college or university.
 - TMR graduates who continue their education after high school do so in nontraditional postsecondary schools such as group homes and day centers.
 - Graduates' plans for furthering their education after high school are fairly consistent with their actual postschool educational activities.
-

STUDY FINDINGS: EMPLOYMENT

What are the graduates' employment activities since leaving high school?

- Graduates' plans for employment are fairly consistent with their actual postschool activities.
 - Proportionately, more males are employed.
 - Most employed graduates work full-time and earn minimum wages in service and clerical/sales occupations.
 - Most TMR and ER graduates are unemployed and are not seeking employment.
 - More than half of the LD graduates found their jobs themselves or with the help of their parents.
 - TMR graduates work exclusively in sheltered workshops.
 - Males are employed in a greater variety of jobs and earn more than females.
 - Most working graduates have not experienced problems on their job. Of those who have, females have had the most problems.
 - Most working graduates have worked on the same job since leaving high school.
-

STUDY FINDINGS: INDEPENDENCE

What are the findings about the graduates' transition to adult life and their degree of independence?

- LD graduates are more independent than subjects in the TMR and ER groups.
 - About two thirds of the LD graduates, mostly males, drive a car or ride a motorcycle to work.
 - Female graduates depend on their parents, friends, and public transportation to get to and from work and other places.
 - Graduates who drive reported having automobile insurance.
 - Almost all TMR and ER graduates depend on parents, friends, and/or the bus/van services for transportation.
 - Almost all graduates (LD, ER, and TMR) still live in the homes of their parents or guardians.
 - About one half of the graduates have health insurance and one third have checking accounts.
 - LD and ER graduates are satisfied with their current lives. Females are generally more satisfied than males.
-

IMPLICATIONS FOR PRACTICE AND FURTHER RESEARCH

As a result of this study, what are the implications for practice and further research?

Implications for Practice

The findings of this study suggest the following implications for administrators, curriculum planners, and teachers:

- Independent living courses offered to handicapped high school students should be carefully examined to determine if instructional methods or course content can be improved.
- Handicapped students must be assured equal access to college advisors and college preparation programs.
- Individualized Education Programs for handicapped students capable of college work should include a college counseling objective.
- High school counseling staffs should place more emphasis on encouraging female students to take classes that provide work-related experiences.
- A transitional program should be an integral part of the high school curriculum for handicapped students. This program should,

at a minimum, be concerned about the graduates' employment needs and other skills essential for independent living such as:

1. providing students with on-the-job work experiences
2. teaching students to use employment training agencies and other services that can help with their employment needs
3. helping students understand other responsibilities they will face as adults, that is, driving automobiles and having insurance, taking care of their banking needs, and acquiring and managing their own living quarters

Further Research

To extend our knowledge on issues of special education students' employability and independence following graduation, future studies should determine if:

- there are hidden messages transmitted throughout the special education curriculum that program students to limit themselves
 - employers give handicapped applicants the same consideration they give the nonhandicapped
-

Chapter 1

Introduction

Background

From school year 1981-82 through 1986-87, California legislation required school districts to evaluate their special education programs with the intent of using acquired information for program improvement. The California State Department of Education, in turn, used this same information to produce statewide annual evaluation reports.

Pursuant to the state mandate, in September 1985, the LAUSD Division of Special Education, Instructional Services Section, and the Program Evaluation and Assessment Branch (formerly Research and Evaluation Branch), Research Unit, submitted to the California Department of Education, Office of Program Evaluation and Research, a proposal for a 5-year longitudinal and cross-sectional study. Primarily, the study was to provide information on handicapped minors during high school and on their activities the first few years following graduation.

Data are being collected annually over the 5-year period. During the 1st year (1985-86), baseline data were collected and reported. More baseline data were collected the 2nd year (1986-87) along with follow-up information on the 1986 graduates. An earlier publication (Longitudinal and Cross-Sectional Study of Special Education Students, 2nd Year Report, 1986-87) reported the results of this baseline data update. This report comprises an analysis of the follow-up data.

Purpose of Study

This follow-up study, the first of four (Appendix B), seeks to determine whether or not the training provided to handicapped high school students effectively prepares them for the world of work and independent living.

It addresses one major question:

1. What is the relationship between the high school curriculum and services provided handicapped students and their post-high-school activities?

Corollary or supportive questions are:

2. What was the graduates' vocational preparation in high school?
3. What were the graduates' school activities since graduation?
4. What were the graduates' employment activities since leaving high school?
5. What were the findings about the graduates' transition to adult life and their degree of independence?

Research Activities

In answering the research questions, the researchers:

- reviewed preliminary report and baseline data
- identified sample students
- developed an interview protocol to include:
 - a. background information
 - b. students' responses about their school experiences
 - c. students' educational experiences since high school

- d. information on students' vocational/employment status and experiences
- e. information on students' socioeconomic integration into the community
- f. information about students' present attitudes toward life
- developed interview procedures
- selected interviewers and trained them in interview techniques
- field-tested and revised the interview protocol
- sent letters to sample students informing them of interviews
- conducted telephone follow-up calls to locate graduates and to establish appointments for the interviews
- conducted interviews and collected data
- analyzed collected data
- prepared report
- disseminated report

Baseline Data

During the 1985-86 school term, 945 10th-, 11th-, and 12th-grade handicapped students were randomly selected as subjects for a 5-year longitudinal/cross-sectional study. The sample included all of the district disability groups except Language and Speech, Noncategorical, and Assessment Service Center students (Appendix C).

Sample students' baseline data were obtained for two categories: pregraduation data and plans of the graduates. Pregraduation data were

comprised of students' background information and histories of their vocational training while in high school. The plans of the 1986 graduates (253) were the educational and vocational goals they expected to pursue after high school. The collected baseline data provides the basis for determining the relationship between the high school curriculum and services provided handicapped students and their post-high-school activities.

Subjects

Of the 945 students in the 1985-86 study sample, 491 were classified as 12th graders. Targeted for this follow-up study were the 253 of the 491 12th graders and postgraduates (PG) who graduated in June 1986. By definition, graduates for this study are those students who received a diploma or a letter of recommendation, or who became 22 by the end of the school term, thus becoming ineligible for instruction in public schools.

Interview Protocol

This follow-up study was patterned after the Colorado Statewide Follow-up Survey of Handicapped Students (Mithaug & Horiuchi, 1983). Many of the Colorado survey items were adopted, with minor revisions, for this study's interview protocol. LAUSD Special Education Division staff also contributed items and suggestions for revising the instrument. The final interview protocol collects information ranging from students' personal data to their present attitudes toward life.

The form provides space for interviewers to write their perceptions of the graduates' adjustment to postschool life (Appendix D).

Interview Procedures

The Guidelines for Conducting Interviews, developed for this study, included step-by-step procedures for the interviewers (Appendix E). Procedures covered preparing, beginning, managing, and ending the interview.

Interviewer Selection and Training

Four adults (one male and three females) were employed as interviewers. The LAUSD Division of Special Education stipulated that interviewers had to be employed as teacher assistants. To qualify for this classification, applicants had to be students enrolled in accredited public or private colleges or universities at the time of employment. In addition, they must demonstrate proficiency in reading, writing, and mathematics.

Overall, the interviewers selected exceeded the minimum qualification to be teacher assistants. At the time they were employed, one was student teaching in special education, two were upper-division undergraduate students, and one was enrolled in a community college.

All interviewers attended a 3-hour training session in which the researchers:

- discussed the research project (i.e., objectives, data gathering, strategies, timelines, and reporting procedures)

- modeled appropriate interview techniques (Appendix E)
- directed role-playing by interviewers
- interpreted interview protocol items
- assigned caseloads to interviewers, by geographical area
- disseminated interview materials

Researchers held periodic meetings with the interviewers throughout the data-gathering period. These meetings gave the interviewers opportunities to ask questions or resolve problems, and allowed the researchers to monitor the data gathering.

Interview Protocol Field Testing

Prior to the training sessions, the protocol was reviewed by staff from the Special Education Division. Some items were revised based on their recommendations. Following this phase, the instrument was tried out in mock interview sessions. Additional revisions resulted.

Letters and Follow-Up Telephone Calls

Letters were mailed to each of the 253 graduates informing them of the study and requesting their participation (Appendix F).

Interviewers were instructed to telephone the graduates and arrange their own interview sessions. In the process, they encountered numerous problems. These included graduates' moving and leaving no forwarding information. Others had to be called several times before they or their family members were reached. Graduates or their parents commonly refused

to be interviewed. Interviewers also reported scheduling sessions and going to the home, but finding no one there. In spite of problems, 118 (47%) of the targeted group were interviewed.

Interviews

Interviews were conducted over 10 weeks, a span of time required because the interviewers were limited to working late afternoons or weekends. The amount of time required for a single interview depended on two factors: the respondent's ability to articulate the information requested, and the family members' cooperativeness during the interview. Graduates who experienced difficulty in answering some interview questions were often helped by cooperative family members.

The interviewers delivered their completed forms to the Program Evaluation and Assessment Branch weekly. At this time the researchers discussed the collected information in detail with the interviewers. These discussions provided an opportunity for the interviewers to clarify information that was unclear or illegible.

Because subjects lived throughout the greater Los Angeles area, strategies had to be devised to reduce interviewers' travel time. Specifically, subjects were grouped by residence zip code and, when possible, interviewers were assigned subjects with the same or an adjacent zip code (Appendix G). Efforts were made to give the interviewers assignments near their own neighborhoods.

Data Analysis

The returned questionnaires were first organized by disability groups and then by gender groups. An item response tally was performed for each group. The results are presented as frequencies and percentages.

Reporting Format

The study findings are presented in tables, figures, and narrative form. Figures are presented with the text, and tables are in the appendixes.

Chapter 2

Background Literature

Historically, educators have been primarily concerned about meeting the educational needs of handicapped youngsters within the confines of the school environment. In recent years, these practitioners have realized that this is not enough, that students' postschool needs are important, and that there should be a concerted effort by school and community to help meet these needs. Educators believe this change in thinking is well-founded since 250,000 to 300,000 handicapped students leave publicly-supported educational institutions each year and their success as adults depends on the quality and scope of the education they receive (Hasazi, Gordon, & Roe, 1985). Madeleine Will, Assistant Secretary, Education Department, Office of Special Education and Rehabilitative Services, discussing what happens to handicapped students following their high school years (Will, p. 3, 1987), said: ". . . 55% of special education youngsters do not get jobs after leaving school. They go home and sit, and that is not acceptable." This powerful statement reflects the thinking of many.

The problem can be solved if secondary schools provide programs that help handicapped students make a smooth transition from high school to postsecondary life (Wehman, Kregel, & Barcus, 1985). Developers of such programs must understand the full range of needs these students have when they are out of high school. Research is the source from

which student needs are identified and, with such research to back them, program developers will be far more successful in designing effective service delivery programs (Hasazi, Gordon, & Roe, 1985).

The literature contains many studies on the postsecondary school activities of handicapped youth. The 1960s and 1970s appeared to be pivotal decades in which interest in this area heightened. The majority of early follow-up studies were limited to investigating the activities of retarded students. This narrow focus can be attributed to the fact that the several decades before the 1980s preceded the inclusion of many moderately and severely handicapped students in school-based programs, and the expansion and refinement of secondary and vocational education programs to accommodate handicapped learners (Bellamy, 1985; Hasazi, et al., 1985). Early follow-up studies were also limited to obtaining information on students' academic performance rather than studying a wide range of adjustment factors (Fafard & Haubrich, 1981).

Even though most early studies were limited in scope, a few researchers went beyond studying only students' academic performance after high school and investigated some of their other postsecondary activities. Noteworthy studies include Smith and Patterson (1960), who compared the postschool adjustment of educable mentally retarded (EMR) adults with that of adults with normal intelligence. The researchers reported that more subjects of the comparison group found jobs immediately after leaving school. Female EMR youths worked in service jobs while females of the comparison group had clerical jobs. Male EMR

youths worked in service and unskilled jobs while males of the comparison group had clerical, semiskilled, and skilled jobs. EMR youths changed jobs twice as often as the comparison group. Reasons offered for changing jobs were layoffs, dislike of jobs, or finding the work too difficult. Males in the comparison group, earning more than male EMRs, left their jobs for new positions or better pay.

In comparing the home and family characteristics of the two groups, researchers found that EMR youths generally had below-average living conditions and substandard homes. Also, more EMR youths lived with relatives and owned less personal property. Fewer EMR youths had driver licenses and even fewer voted. More comparison group males had served in the military.

Miller (1966) studied the postschool activities of 50 young adults who had been labeled EMR while in school. She found that only 30% of the subjects had jobs and 5% were on welfare. Of the employed, 20% worked steadily. Investigating further, Miller found that the subjects generally held low-paying jobs obtained through their own initiative or with the help of their families. Few were aware of community services that could assist in finding employment.

Olshansky & Beach (1975) studied the employment status of 229 physically-handicapped adults for 5 years. They found that younger subjects were more likely to be employed than older ones. When the data were collected, 23% of the sample were employed and 51% were unemployed. Others in the sample were deceased, in training, or unable to be located.

The 1980s have been characterized by an increase in follow-up studies that include more handicapped groups and that investigate many different variables.

A typical study of this decade is one conducted by Mithaug and Horiuchi (1983) who studied the postschool activities of 234 handicapped young adults. Handicapping conditions represented were mental retardation, perceptual/communication, emotionally/behaviorally disturbed, and physical. The following is a summary of the respondents' educational, social, economic, and vocational activities after high school, according to Mithaug & Horiuchi (1983):

- About half of the respondents had availed themselves of educational opportunities following high school.
- About half drove motor vehicles to work.
- Respondents' social contacts were mainly with friends who visited them at varying intervals during the week.
- Most respondents lived at home with their parents or guardians.
- There was little or no financial independence among the respondents.
- Most respondents had held a job at least once after graduation. The average number of jobs held was 3.1.
- Respondents found their own jobs, or their parents or teachers helped them.
- Most respondents had no problems performing their work.
- The respondents generally had a positive view of life.

Another study typifying the new era was conducted by Hasazi et al., (1985), investigating factors associated with the employment status of handicapped youth who had attended school in Vermont. The subjects had been in special classes for the mentally retarded or resource room programs for the mildly handicapped, which served learning disabled, emotionally disturbed, and mildly mentally retarded youth.

The investigation revealed that handicapped graduates were less likely to be employed than normal graduates, and when employed, they earn below minimum wages. According to the researchers, the handicapped youths changed jobs frequently over time and their jobs were generally found through their own self-family-friend network. Males' employment exceeded females' by 30%.

Furthermore, the researchers found that educational experiences of handicapped youth were significant factors in determining their employability following high school. This was especially true for the mentally retarded and mildly handicapped. For these groups, real work experiences during high school, or the absence of such opportunities, were related to the continuity of employment outcomes. Retarded youths who had received vocational training did better on their jobs.

Transition Services

The term transition, used in the context of preparing handicapped secondary students for postsecondary school life, was rarely used in the 1960s. But, there were those who advocated the concept. One advocate (Miller, 1966), criticized schools for not assuming all of their

responsibilities. She said schools are responsible for providing students with suitable job training and aiding them in obtaining employment. Miller (1966) further asserted that the schools should use ". . . competent evaluation, counseling and guidance which give consideration to total development of the child for producing wholesome, effective, and competent citizens who will understand themselves and be capable of aiming at realistic goals" (p. 634).

In recent years, educators seem to agree that since handicapped young adults do not fare as well as their nonhandicapped counterparts after high school, secondary school curricula need to include a component specifically designed to help prepare these youngsters for life beyond the school. This component, a transitional program, should become an integral part of schools' special education curricula. Cobb and Hasazi (1987) believed transitional programs should include employment or postsecondary education placement outcomes. Further, they believed that, to support these goals, program elements should include individualized transition plans, paid work experience, job-seeking skills curriculum, and follow-up of employment status.

Cohen (1984) described three levels of services a transition program should have: "A 'ready' class stressing basic skills; a 'set' class emphasizing motivational training; and a 'go' class which focuses on job readiness and eventual job placement in employment outside of the school" (p. 24).

McDonnell & Hardman (1985) believed the transitioning of handicapped students from school to adult life should be a joint effort

of school, parents, and community. They suggested that high schools (for severely handicapped) must:

- initiate a plan that sequences critical decisions across the students' high school years, so that all potential service options and support needs may be identified and established prior to graduation
- educate parents so that they may actively participate in the planning process
- establish formal links between education and adult service agencies to allow comprehensive planning for youth with severe handicaps

The consensus from the literature is that handicapped young adults' employment is affected by school programming, access to appropriate adult services, and the existence of employment opportunities (Bellamy, 1985). This statement seems to be true whether a district is rural or urban.

Conclusions Based on the Literature

1. More research is needed to study the postsecondary school needs of young handicapped adults. Research should include all handicap groups.
2. Handicapped individuals experience more difficulties in finding employment than the nonhandicapped.
3. Handicapped adults are usually employed in low-paying service or unskilled jobs.

4. Handicapped adults usually obtain their jobs through their own initiative or through their families. Few seem to be aware of agencies that provide help in securing employment.
5. Unemployment tends to be higher among handicapped adults than nonhandicapped adults.
6. Handicapped adults tend to change jobs frequently.
7. Handicapped youth do not avail themselves of postsecondary educational opportunities as often as nonhandicapped youth.
8. Compared to the nonhandicapped population, fewer handicapped youth drive motor vehicles.
9. Handicapped youth tend to own less personal property than nonhandicapped youth.
10. Most handicapped youth live at home with their parents or guardians.
11. Handicapped youth are not as financially independent as nonhandicapped youth.
12. Handicapped youth generally have a positive view of life.
13. Transitional programs should be a vital component of all special education curricula.

Chapter 3

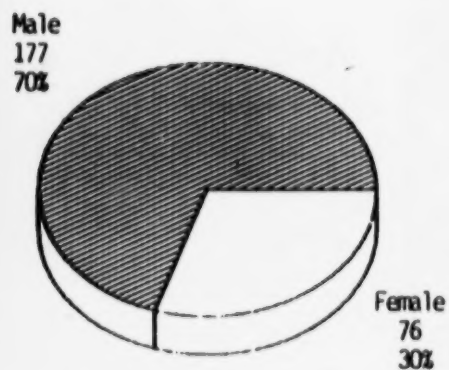
Results of Interviews

Background

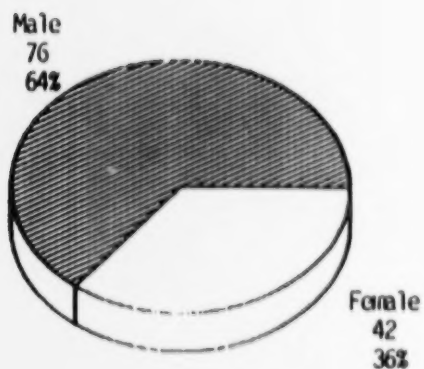
The first follow-up interviews of the 1986 special education graduate sample were conducted 1 1/2 years following their graduation. Since the interviews were limited to those graduates who were located and who were willing to be interviewed, the first research strategy was to determine how closely this group matched the 1986 sample.

Analyzed data on graduates in the follow-up group revealed that the distribution by disability group and by gender compared favorably with that in the original sample (Figures 1 & 2; Tables 1, 2, & 3). In total, slightly less than one half of the graduates consented to an interview, a response rate (47%) slightly higher than the researchers expected.

A comparison of the two groups (original sample and follow-up group) showed that females in the follow-up group had a slightly higher representation (36% vs. 30%) than they did in the original sample, while males (64% vs. 70%) were slightly underrepresented. For disability groups, Learning Disabled (LD) and Trainable Mentally Retarded (TMR) groups had percentages slightly higher than in the original sample. The Educable Retarded (ER) group was slightly underrepresented in the follow-up sample (Figures 1 & 2; Tables 1, 2, & 3).

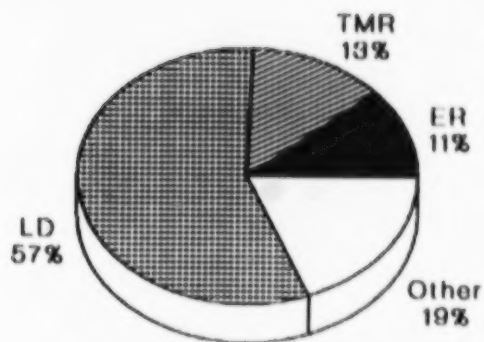


Graduates, 1986
(N = 253)

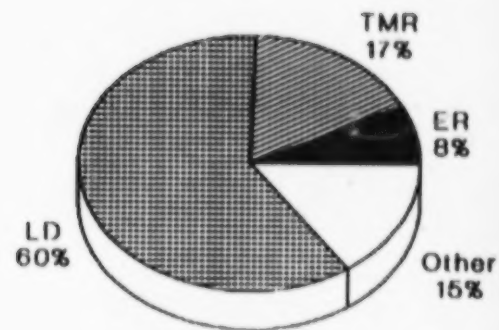


Follow up group, 1987
(N = 118)

Figure 1. Graduates by gender.



Graduates, 1986
(N = 253)



Follow-up group, 1987
(N = 118)

Figure 2. Graduates by disability group.

Blind/Partially Sighted and Deaf or Hard of Hearing graduates were not interviewed because of their small representation among the graduates (9 of 253). Also, interviewers were not trained in the use of sign language to communicate with the Deaf or Hard of Hearing group.

Most of the interviews were conducted with the graduates themselves. In a few cases, family members (parents, siblings) provided the information because the graduates were unavailable or were unable to articulate their responses.

The interviewers sometimes experienced anger or hostility from the graduate and/or their families, but for the most part they were welcomed and thanked for asking graduates to participate. For some graduates and their families, the opportunity to provide information about their experiences was viewed positively, while for others it was a chance to vent their frustrations.

This chapter, while presenting data on all handicap groups that were interviewed, will focus primarily on the three largest groups: LD, TMR, and ER.

Findings

Background Information

Males outnumbered females almost 2 to 1 in the follow-up group with LD, TMR, and ER handicaps (Figure 1, Table 3). This distribution has remained constant throughout the study.

Within the three groups, only one graduate, an LD male, had married. This same graduate was also the father of one child. Three LD female graduates also had one child each (Tables 4 & 5).

The graduates' ages ranged from 19 to 24 years at the time of the interviews. This variation is probably the result of the California Education Code that allows handicapped students to remain in school until the age of 22. The more severely handicapped tend to take advantage of this Code.

School Information

Certificate received. Graduates were asked about the type of certificate they received upon graduation. Almost all LD graduates (87%) said they had received a diploma upon leaving high school. Slightly more LD females (88%) received diplomas than did LD males (85%). Slightly more than one half of the ER graduates and all of the TMR graduates received a Letter of Recommendation instead of a diploma. The only dropouts were from the LD group (Figure 3; Tables 4 & 5).

Job related classes. Over two thirds of the LD and one half of the TMR graduates said they had taken vocational education classes while in high school. Slightly more males than females had taken these classes. Only two ER graduates had taken vocational education classes (Figure 4; Tables 4 & 5).

More LD females (42%) than LD males (36%) said they had taken work experience classes in high school. About 75% of TMR males had taken work experience classes compared to 38% of the females (Figure 5; Tables 4 & 5).

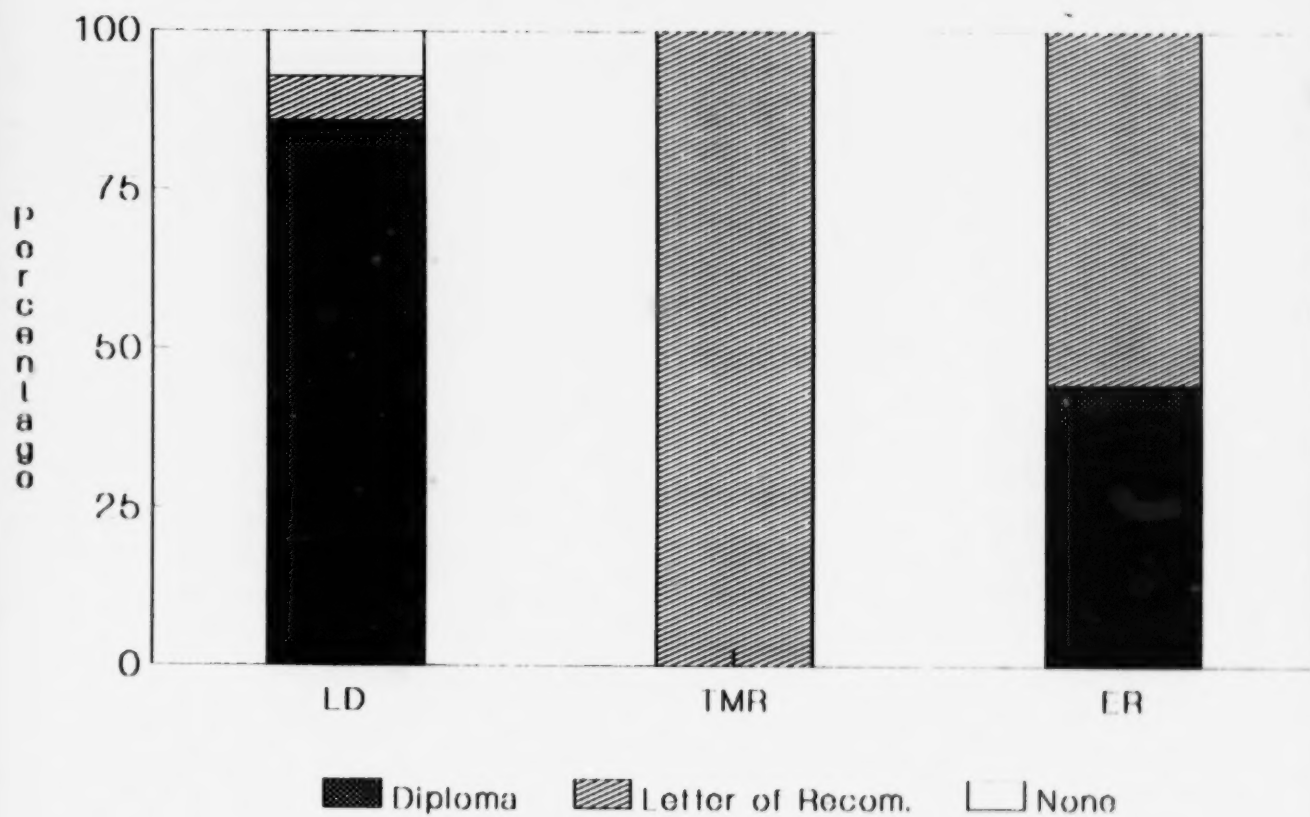


**Figure 3. Certificate received.
Percentages computed separately
for each group.**

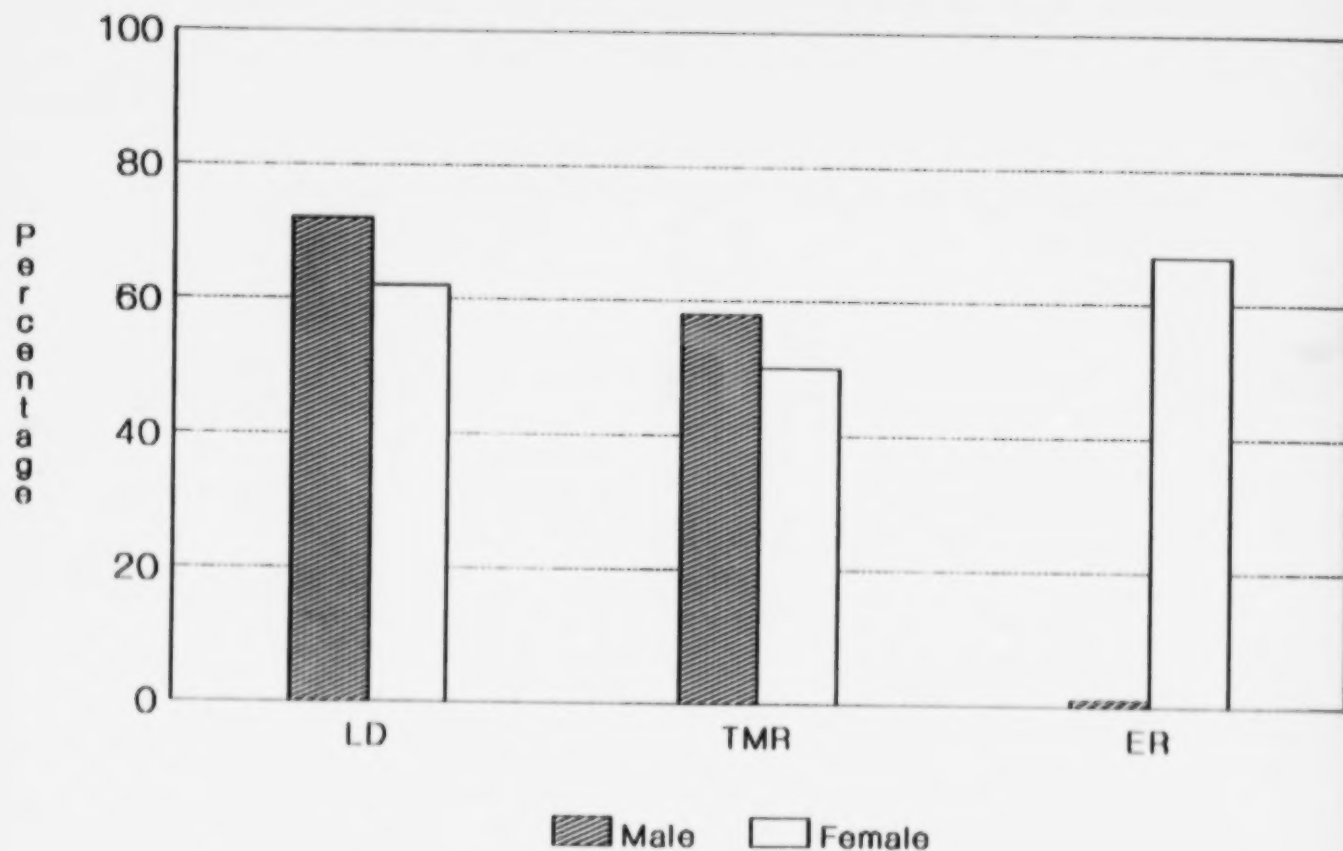


**Figure 4. Vocational classes completed
in high school, grades 10-12.**

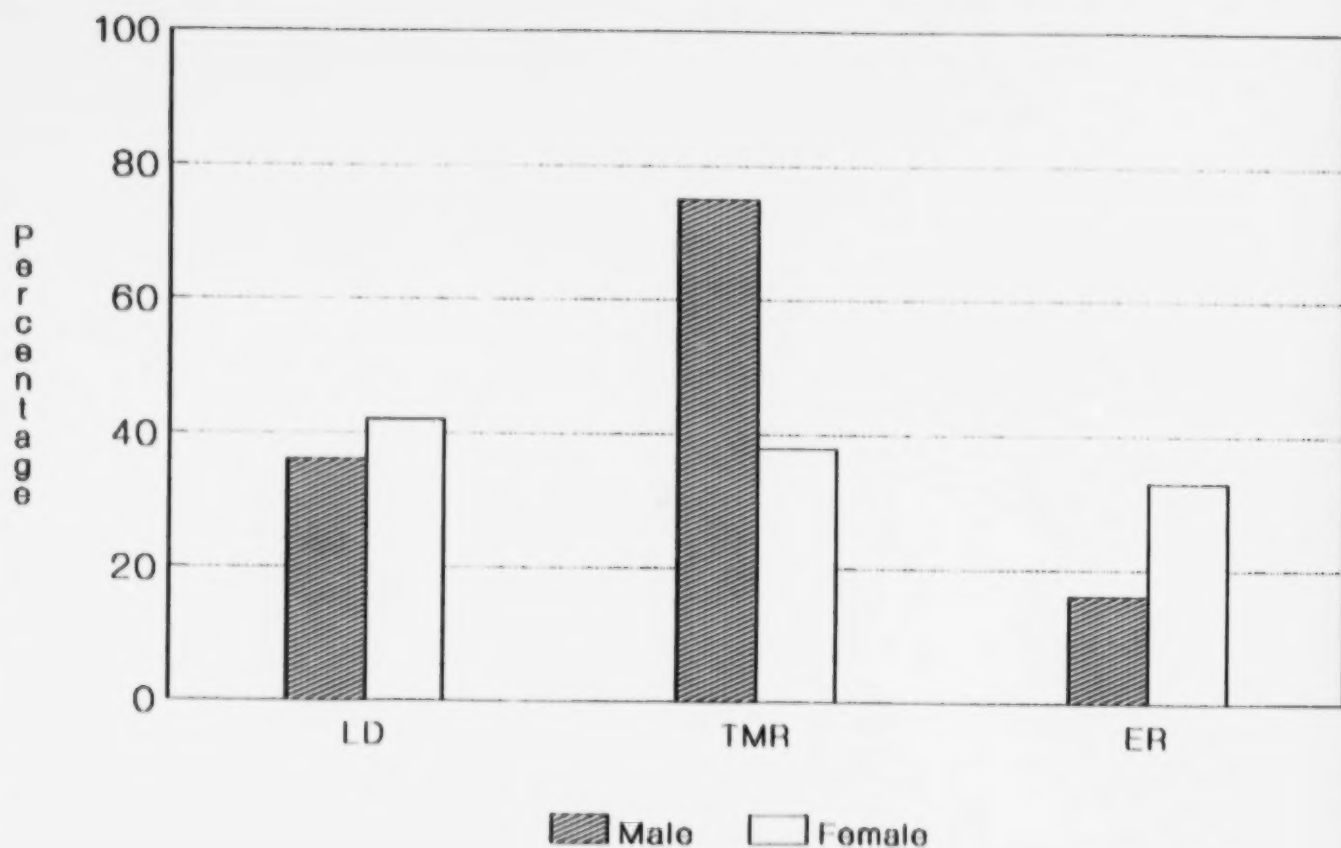


Figure 5. Work experience classes completed in high school, grades 10-12.

Almost twice as many graduates reported having taken vocational education classes as those who reported having taken work experience classes while in high school.

Opinions. Graduates were also asked whether they thought their high schools had prepared them for postschool life (Appendix D). The subset of items for this question determined whether or not graduates believed their schools had prepared them to live independently in the community, to participate in social or community activities, to get along with others, to understand their abilities, to know about different jobs, and to select the best job.

Females responded positively to most items in the subset. Over 80% believed their schools had prepared them to get along with others. Almost two thirds (74%) believed their schools had helped them to understand their abilities, and 54% said their schools had prepared them to participate in social or community activities. The item receiving the least number of positive responses from females asked if their schools had prepared them to perform acceptable (good) work on a job. Only 43% responded positively.

Only one item in the subset received positive responses from at least half of the males. This item asked graduates if their schools prepared them to search, apply, and interview for jobs. Slightly less than 50% of the females were positive about this item. Males also believed their schools helped them to understand their abilities and had prepared them to know about different jobs (49% for each item).

Forty-five percent of the males believed their schools had prepared them to participate in social or community activities. The item receiving the fewest positive responses from males (29%) asked if their schools had prepared them to select the best job for themselves.

More LD graduates were positive about how their high school prepared them for postschool life than were TMR and ER graduates in all areas, except for the training they received in learning to get along with others.

There was agreement among disability groups that schools need to better prepare students to live independently in the community and to understand how to perform acceptably at their jobs (Tables 6 & 7).

Postschool Information

A major part of each interview session was spent obtaining information about the graduates' activities since leaving high school. They were asked about their post-high-school classes, jobs, salaries, transportation, housing, insurance, and general satisfaction with their lives. Graduates' responses were compared to their plans which were revealed prior to their graduation.

More than one half of the LD graduates (40 of 71) reported having taken at least one course since high school. Most of the courses were in community/junior colleges or vocational/technical schools (Figures 6 & 7; Tables 8 & 9). Although fewer graduates (45%) have attended postsecondary school than those (68%) who had planned to, there is

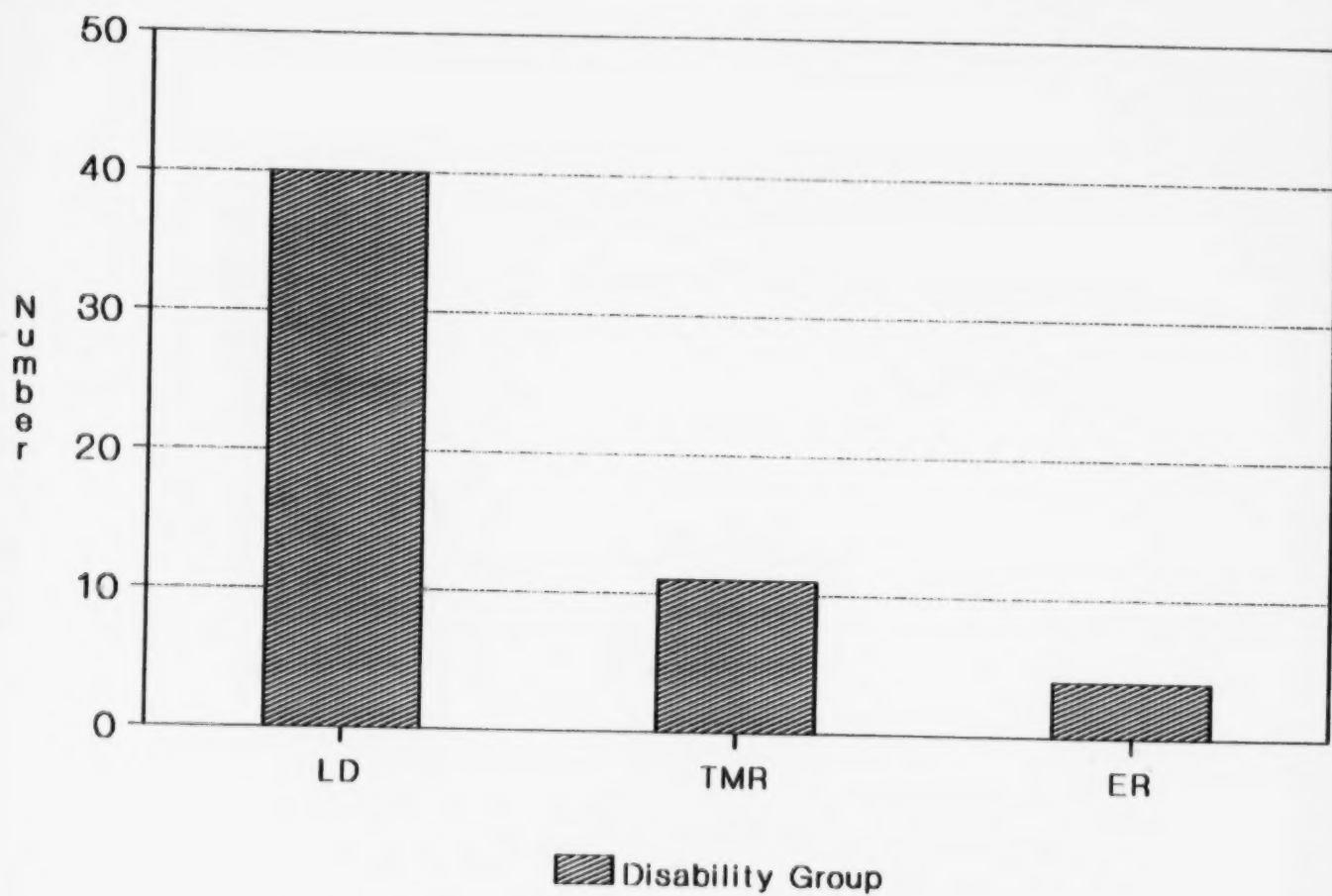


Figure 6. Graduates in school

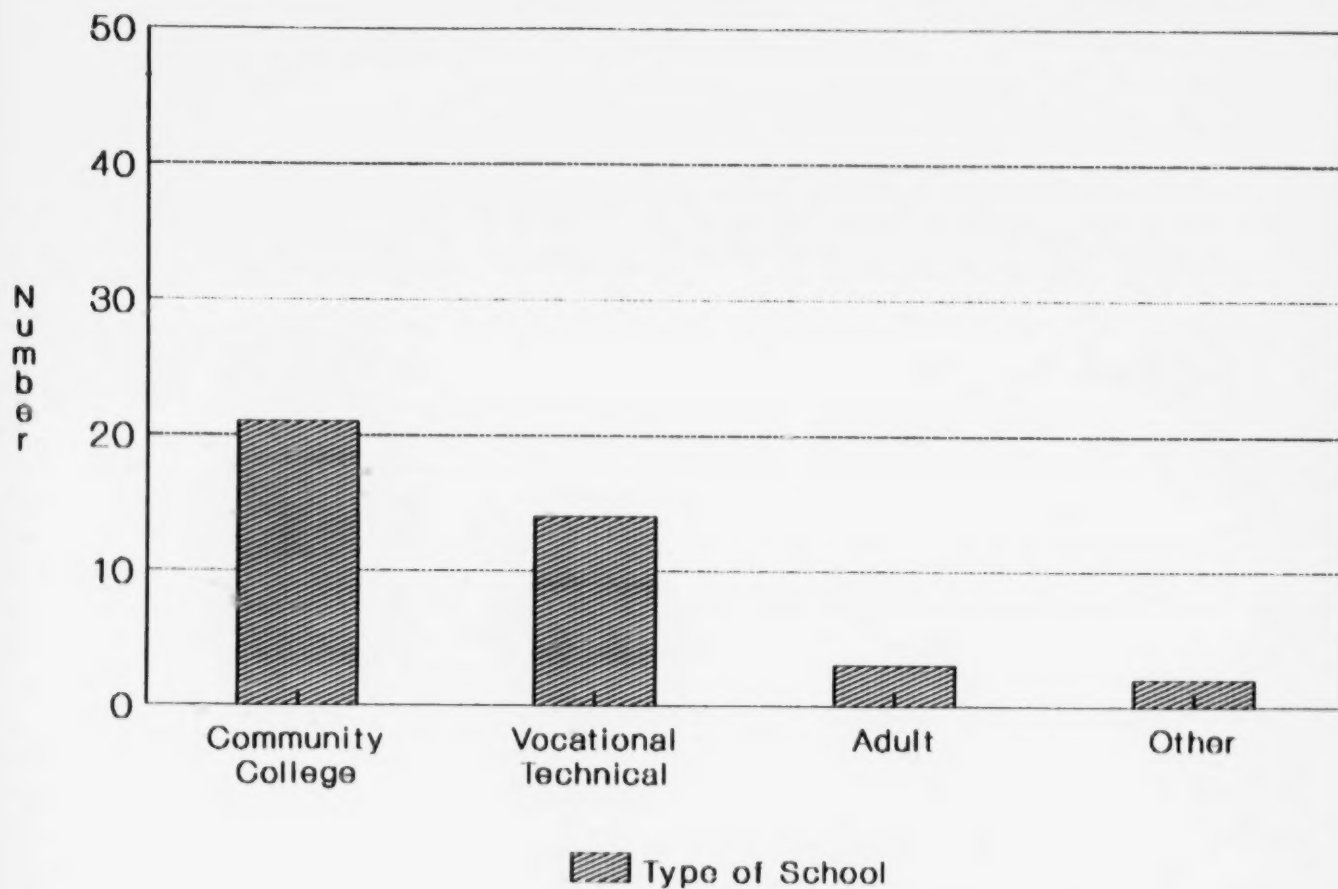


Figure 7. LD graduates in school.

some consistency in their plans and actual activities. The largest difference is in the number (18%) attending vocational/technical schools versus those (32%) who had planned for these types of schools (Table 10).

Several graduates reported that they were no longer attending school. Others plan to enroll sometime in the future (next semester or next year), but for now they are trying to "get their lives together." A few reported having difficulty in working and attending school at the same time. This type of time conflict was the reason most often given for not completing coursework and often cited as the reason for not attending school (Tables 8 & 9). While slightly more than one fourth of the LD graduates had planned to both work and attend school, only 7% actually are doing so.

No TMR graduates and only two of nine ER graduates have attended school since graduation. However, some are spending several hours or all day in day centers.

Employment

Almost two thirds of the LD males and one half of the LD females are employed. About one fifth of the LD males and one tenth of the LD females are looking for work. Large proportions of TMR (75%) and ER (44%) graduates are unemployed and are not seeking employment (Figure 8; Tables 11 & 12). These findings are consistent with the plans stated prior to graduation (Table 10).

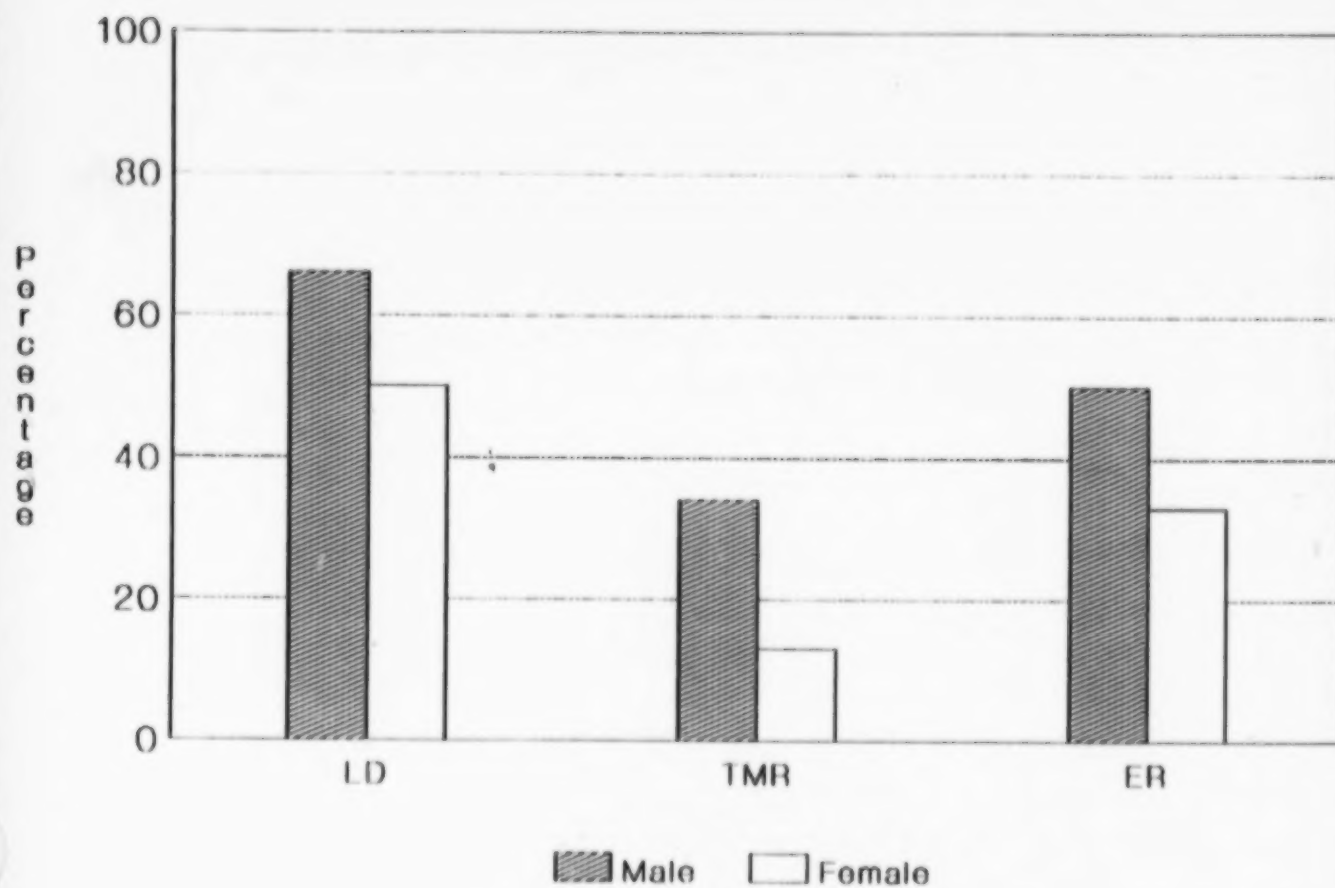


Figure 8. Employment status.

There was no one person reported by the graduates as being most helpful in locating jobs. The largest percentage of LD graduates reported finding their jobs themselves (32% male, 42% female). Parents and guardians were the next most helpful, and teachers and counselors were the least helpful. All but one (4 of 5) of the working TMR graduates reported that their teachers or counselors helped them find work. All of this group work in sheltered workshops and began while still in high school (Tables 11 & 12).

Most graduates are employed in service (31%) or clerical and sales (29%) occupations. One half of LD females (50%) are in clerical/sales occupations while 39% of the LD males are employed in service occupations (Figure 9; Tables 13 & 14). Male graduates are employed in a wider variety of occupations than female graduates.

Typical jobs held by the LD graduates are cashier, box boy in a grocery store, fast food cook, parking lot attendant, window washer, stock clerk, teachers' aide, auto mechanic, and telephone salesperson. Several graduates work in businesses owned by their parents.

About 50% of all graduates who reported their earnings during the interviews earned less than \$150 per week. Three LD males reported earnings of more than \$400 per week. LD male earnings range from \$76 to more than \$400 per week, while female earnings are generally between \$50 and \$125 per week (Tables 15 & 16).

Most working graduates do not experience problems on their jobs. Females, however, experience more problems than males. The inability to get along with co-workers and supervisors is the most frequently cited

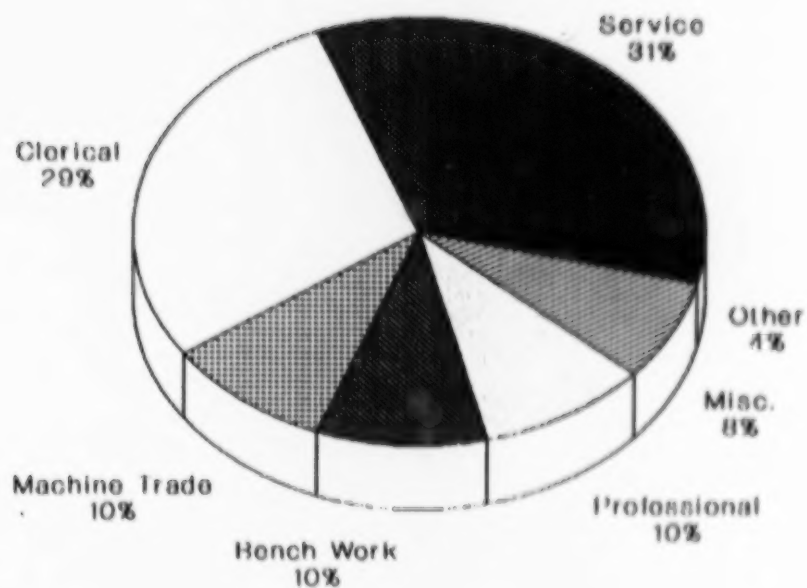


Figure 9. Employment : categories of jobs held by graduates (N = 52).

problem for females. Several graduates stated that their supervisors are unreasonable and want things done their way, while the graduate thinks the job should be done another way (Tables 17 & 18).

Most working graduates have worked on the same job since leaving high school. Those who have worked more than one job report working a short time, then quitting. Reasons given for leaving jobs include not liking the work and/or their supervisor, not being paid enough, being laid off or fired, entering school, quitting to take another job, disliking the working hours, wanting to do something else, and finding it difficult to work for a parent (Tables 19 & 20).

Independent Living

Transportation. One indicator of graduates' independence is the mode of transportation used to travel to work and other places. More than 65% of the working LD graduates drive themselves to work. LD male drivers exceed females by nine percentage points. Almost all TMR and ER graduates are dependent on parents, friends, and/or the bus or van services supplied by their jobs for transportation (Figures 10 & 11; Tables 21 & 22).

Living arrangement. Another indicator of independence is graduates' living arrangements. Almost all (LD, ER, and TMR) are still living at home. About 10% of the TMR graduates are living in group homes (Tables 23 & 24). This finding is consistent with other follow-up studies of special education graduates.

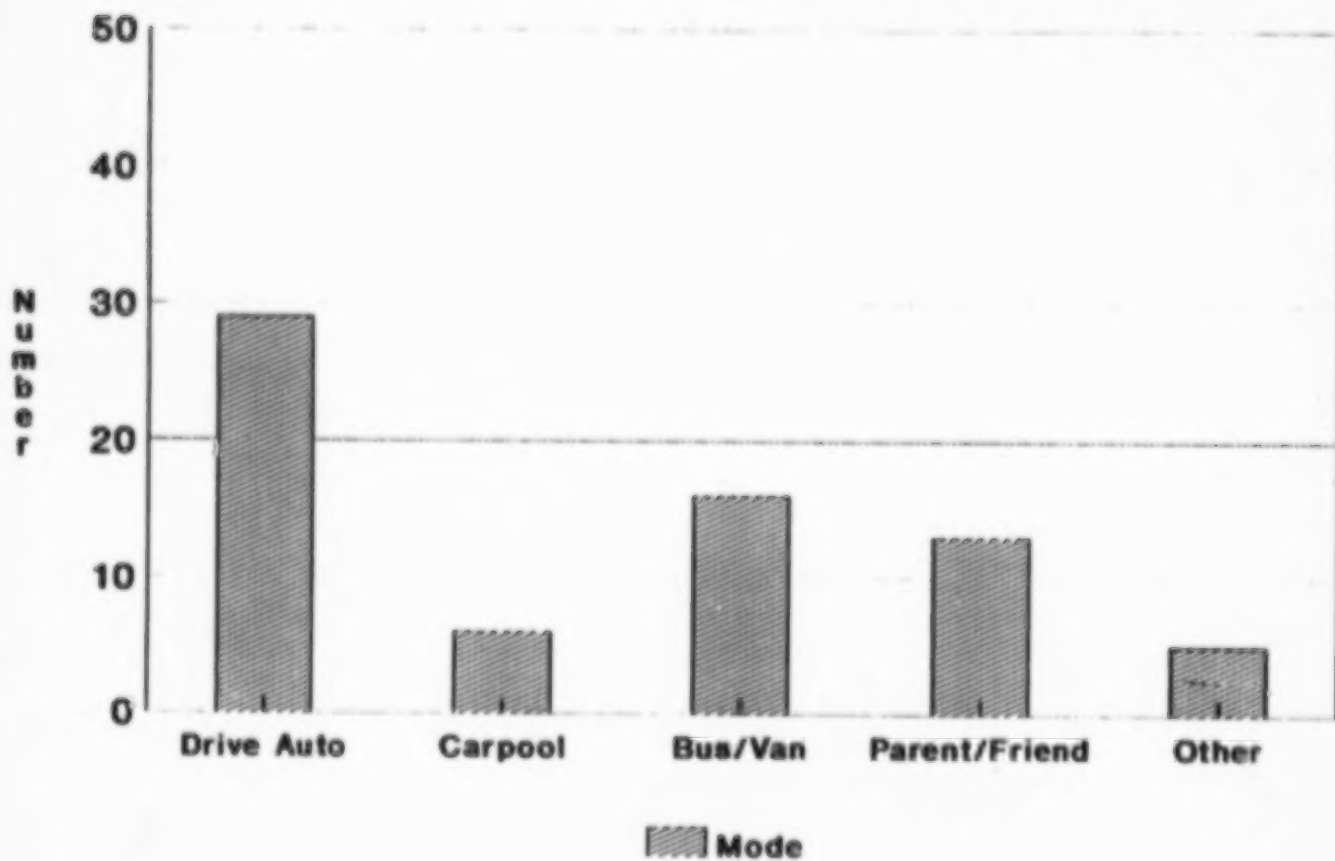


Figure 10. Transportation for work
(N = 52).

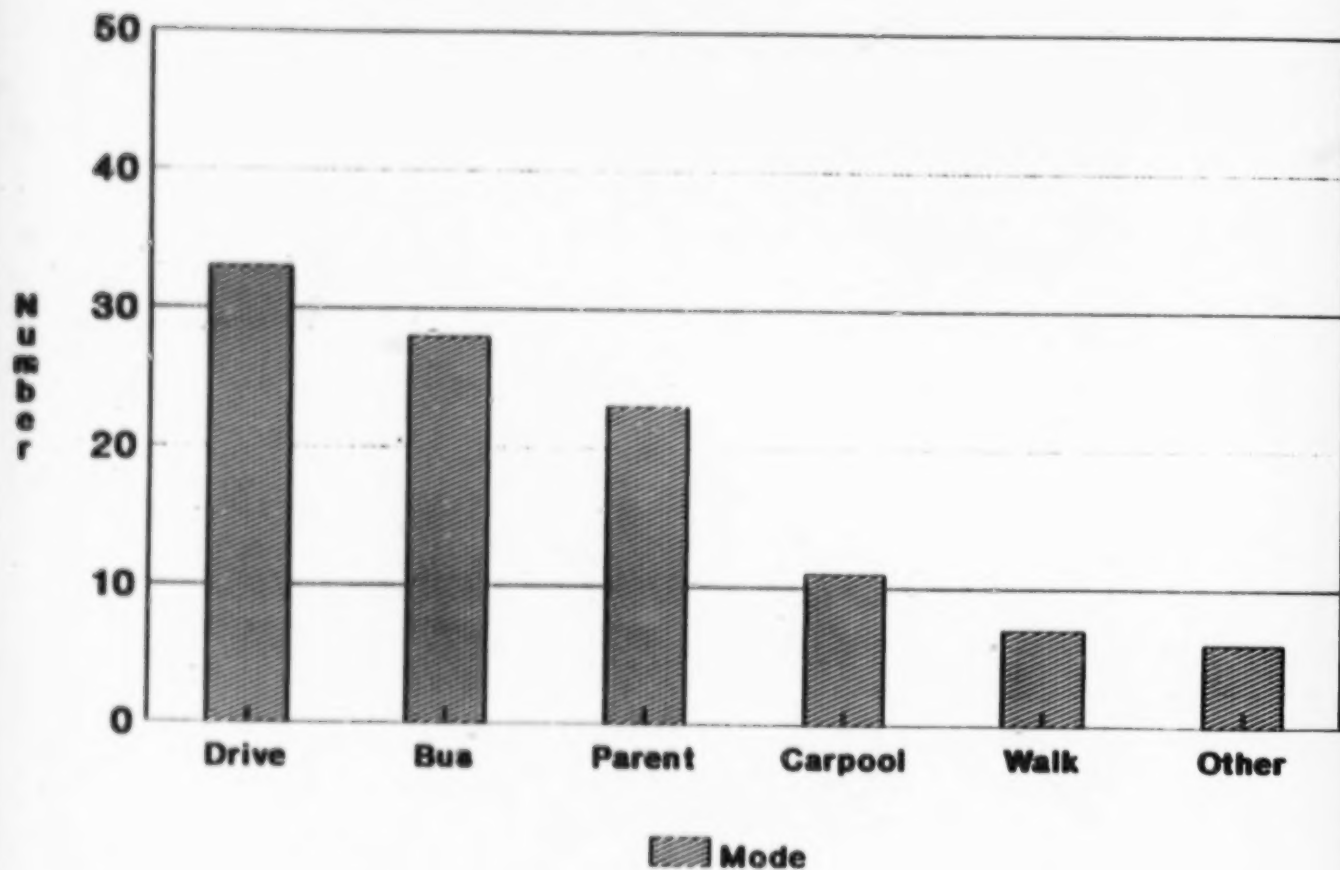


Figure 11. Transportation to other places ($N = 100$).

Finances. Two thirds of all graduates and almost 80% of the female LD graduates are not contributing toward their housing expenses (Tables 23 & 24).

To further assess the graduates' independence, they were asked about their insurance, banking practices, and other sources of income. About one half of all graduates have some form of health insurance and one third have checking accounts.

Since about half of the graduates are employed in low paying occupations, it was expected that they would receive money from other sources. Most, especially the females, receive money from several sources. Almost one third (30%) of the graduates depend upon their parents for financial support. Few graduates, except the TMR group, receive money from governmental agencies. Several respondents have applied for Social Security or Supplemental Security Income (Tables 25 & 26).

Attitudes Toward Life

Finally, the graduates were asked how they felt about their own lives thus far. LD and ER graduates are satisfied with what they are doing. Females are generally more satisfied than males (Tables 27 & 28).

Interviewers were also asked to give their perceptions of the graduates' happiness/satisfaction and adjustment to community life. Generally, they believed that few of the graduates are unhappy or dissatisfied. Interviewers commented that, for the most part, they seem content, appear to be happy with themselves, and talk a lot about their

plans. They also believe that, thus far, the graduates have adapted well to community life (Tables 27 & 28).

Other Handicap Groups

The remaining handicap groups (Aphasic, Autistic, Developmentally Handicapped, Multihandicapped, Other Health Impaired, Orthopedically Handicapped, and Seriously Emotionally Disturbed) were represented by only 18 graduates. No group had more than 3 members, so no separate analysis of data on these groups was made. For this report, they have been combined into one group. Since the primary handicap for most members of these groups is not retardation, the researchers feel comfortable in looking at the results in this manner. A set of trends relating to this group is presented in the next chapter along with those relating to the LD, TMR, and ER handicaps.

The researchers will continue to follow this group in the remaining years of the study.

Chapter 4
Summary of Findings and Trends

Findings

The following is a summary of findings.

Background Information

- Males outnumber females almost 2 to 1 in the interview sample.
- All graduates, except one, are single.
- Respondents' ages range from 19 to 24 years.

School Information

- Most LD graduates received diplomas, while the entire sample of TMR graduates received letters of recommendation instead. Slightly more than half of the ER graduates received letters of recommendations (55%).
- Vocational education classes were taken by 87% of the males and 52% of the females in the follow-up sample.
- Male TMR graduates report taking work experience classes more often than other handicap groups.
- Female graduates are generally more positive about their high school preparation than males.
- All graduates agree that they needed better preparation to help them live independently in the community.
- Graduates also agree that high school was least effective in teaching them the skills necessary to be able to select the best job for themselves.

Postschool Information

- Since leaving high school, about half of the LD graduates have taken at least one course at a community/junior college or vocational/technical school.
- None of the graduates are attending a 4-year college or university.
- TMR graduates who continue their education after high school do so in nontraditional postsecondary schools such as group homes and day centers.

Employment

- Graduates' plans are fairly consistent with their actual postschool activities.
- Proportionately, more males than females are employed.
- Most employed graduates work fulltime and earn minimum wages in service and clerical/sales occupations.
- Most of the TMR and ER graduates are unemployed and are not seeking employment.
- More than half of the LD graduates found their jobs themselves or with the help of their parents.
- TMR graduates work exclusively in sheltered workshops.
- Males are employed in a greater variety of jobs and earn more than females.

- Most working graduates do not experience problems on their job. Of those who do, females have the most problems.
- Most working graduates have worked on the same job since leaving high school.

Independent Living

- LD graduates are more independent than subjects in the TMR or ER groups.
- About two thirds of the LD graduates, mostly males, drive a car or ride a motorcycle to work.
- Female graduates depend on their parents, friends, and public transportation to travel to and from work and other places.
- Graduates who drive have automobile insurance.
- Almost all TMR and ER graduates depend on parents, friends, and/or the bus/van services for transportation.
- Almost all graduates (LD, ER, and TMR) still live in the homes of their parents or guardians.
- About one half of the graduates have health insurance and one third have checking accounts.
- LD and ER graduates are satisfied with their current lives. Females are generally more satisfied than males.

Trends

This section provides a summary of the data analyses that identified important trends relating to respondents, by disability group and by male and female groups. The variables considered in determining group trends were: demographics, school experience, and postschool experience.

Trends Relating to Disability Group

LD respondents were likely to:

- have received a regular high school diploma upon graduation
- have taken vocational classes in high school
- live at home with parents and not contribute toward the household expenses
- be employed fulltime in a service, clerical, or sales job
- drive a car to work and use multiple means to travel other places
- be single
- indicate a need to learn how to select the best job, to perform acceptable (good) work on their job, and to live independently in the community
- have health insurance and, if they drive, car insurance
- indicate they are satisfied/happy with their life

TMR respondents were likely to:

- have received a letter of recommendation rather than a diploma upon leaving high school

- have taken work experience and vocational education classes in high school
- live at home with parents and not contribute toward the household expenses
- be unemployed and not seeking employment
- work full-time in a sheltered workshop, if employed, earning from \$200 to \$400 per month
- receive money regularly in the form of Supplemental Security Income (SSI) or Social Security
- spend all or part of each day at a day center
- depend on parents and friends for transportation to work and other places
- be helped to obtain their job, if they work, by a teacher or counselor
- indicate they are neutral or unhappy about their life

ER respondents were likely to:

- indicate a need to learn to live independently in the community and to select the best job for themselves
- be unemployed and not seeking employment
- experience problems in doing good work on the job
- live at home with parents and not contribute toward the household expenses
- depend on a bus or van for transportation to work and other places

- receive money regularly from their parents
- have health insurance
- indicate they are satisfied/happy with their life

Other handicapped respondents¹ were likely to:

- have received a diploma rather than a letter of recommendation upon graduation
- be single males
- have not taken work experience classes or vocational education classes while in high school
- believe their high school education had been best in preparing them to understand their abilities and to get along with others
- indicate a need to know about different jobs and to know how to select the best job; to search, apply, and interview for a job; to perform acceptable work on the job; and to live independently in the community (Exception: SED and Autistic respondents)
- not to be attending a college/university or vocational/technical school, nor to have attended school since leaving high school
- be unemployed and seeking employment
- live at home with their parents and not contribute toward the household expenses

¹Aphasic, Autistic, Developmentally Handicapped, Multihandicapped, Other Health Impaired, Orthopedically Handicapped, and Seriously Emotionally Disturbed (SED).

- travel to work, if employed, by the bus or van provided by their employer
- depend on parents for transportation to places other than their jobs
- receive money from parents, social security benefits, or their job, and not have a bank account
- have health insurance
- be satisfied or neutral about their life

All respondents were likely to:

- be single, live at home with parents, and not contribute toward the household expenses
- not continue their education beyond high school
- not be working or seeking employment, except for the learning disabled who are more likely to be employed and to work full time
- work in a clerical, sales, or service job, if employed
- receive money regularly from their parents
- not have a savings or checking account, and not have insurance other than health
- be satisfied with their life
- believe that their high school education had been best in preparing them to understand their abilities and to get along with others, and worst in preparing them to select the best job, to perform acceptable work on the job, and to live independently in the community

Trends Relating to Gender

LD female respondents were likely to:

- have received a regular high school diploma upon graduation
- have taken vocational education classes more frequently than work experience classes while in high school
- believe that high school prepared them well to get along with others and to understand their abilities, and somewhat helped them to know about different jobs and how to select a job and search, apply, and interview for it
- attend some type of school after graduation
- work full time, if employed, in a job they found for themselves, usually a clerical, sales, or service occupation
- earn less than LD males, with two thirds of those employed earning less than \$125 per week
- have experienced problems in getting along with their co-workers and supervisors, if they work
- drive a car or catch a bus to work and use multiple means to travel other places
- have health insurance and, if they drive, car insurance
- live at home with their parents and not contribute toward the household expenses
- be satisfied with their life

LD male respondents were likely to:

- have received a regular high school diploma upon graduation
- have taken vocational education classes twice as frequently as they have taken work experience classes
- believe that high school helped them to search, apply, and interview for a job and to know about different jobs and somewhat helped them to understand their abilities
- be employed in a wider variety of occupations and to have been helped to obtain their jobs by more kinds of persons than LD females were
- earn more than LD females with two thirds earning more than \$175 per week
- drive a car or ride a motorcycle to work and other places
- live at home with their parents and not contribute toward the household expenses
- have health insurance and, if they drive, car insurance

TMR female respondents were likely to:

- have received a letter of recommendation upon graduation
- believe that high school best prepared them to get along with others
- be unemployed and not seeking employment
- depend on parents and friends for transportation
- receive money regularly from Supplemental Security Income (SSI) and/or Social Security
- have health insurance

- live at home with their parents and contribute a portion of their income toward household expenses
- be satisfied with their life

TMR male respondents were likely to:

- have received a letter of recommendation upon graduation
- have taken work experience classes
- be unemployed and not looking for employment; however, if employed, they were more likely to work full time in a sheltered workshop and earn less than \$75 per week
- depend on parents and friends for transportation
- live at home with their parents and not contribute toward household expenses
- be more dissatisfied with their life, or more neutral about it, than TMR female respondents

ER female respondents were likely to:

- have received a letter of recommendation upon graduation
- believe high school best prepared them to get along with others
- be unemployed
- depend on their parents for money and transportation
- live at home with parents and not contribute toward household expenses
- have health insurance
- be satisfied with their life

ER male respondents were likely to:

- have received a letter of recommendation upon graduation
- have taken vocational education classes in high school
- have problems performing well on the job, if they work
- use buses for transportation
- have health insurance
- live at home with parents and not contribute toward household expenses
- be satisfied with their life

In general, female respondents were likely to:

- have received a diploma upon high school graduation
- believe high school prepared them better than did male respondents
- have higher unemployment than male respondents
- be employed in clerical/sales/service occupations, if they work, and earn at or below the minimum wage
- experience problems on their job
- have health insurance
- live at home with their parents and not contribute toward the household expenses
- be satisfied with their life

In general, male respondents were likely to:

- have received a diploma upon high school graduation
- have taken vocational education classes while in high school

- be employed full-time and to hold jobs in a wider variety of occupations than female respondents
- earn more money than female respondents
- drive to work and other places more often than female respondents
- live at home with their parents and not contribute toward the household expenses
- be less satisfied with their life than female respondents

Chapter 5

Comparisons With Other Follow-Up Studies

Comparison With Other LAUSD Follow-Up Studies

LAUSD regularly conducts follow-up studies of its high school graduates 1 year following their graduation. Although special education students are part of this survey, they constitute a minute segment of the total. The Follow-Up of the 1985 Graduates (Pike, Renfro, & Weisbender, 1987), the most recent study conducted, surveyed 9,299 graduates about their educational pursuits, their employment endeavors, and their opinions regarding their educational experience. Approximately one third of the graduates completed and returned questionnaires.

To better understand the findings concerning LAUSD special education graduates, it seems logical to compare the findings of the two studies.

Postsecondary School Activities

Pike et al. (1987) found that approximately 80% of the respondents were attending postsecondary schools. About one half of this number were enrolled in a 4-year college or university. This study found that less than one third of the special education graduates were attending a postsecondary school, with none attending a 4-year college or university.

Employment Activities

Another difference in the findings of the two studies concerns employment activities. Pike et al. (1987) reported that approximately two thirds of the respondents were employed mostly in sales and clerical jobs. This study found about one half of the special education respondents were working. Most were employed in service occupations, although about one third of those working were employed in sales and clerical jobs. This finding is consistent with those reported in previous studies.

One major difference between the two studies occurs in the number of hours worked. Pike et al. (1987) found that only about one fifth of the respondents work full-time, while this study shows more than half of the special education respondents are employed full-time. Unemployed special education graduates were also less likely to be looking for employment than the 1987 study's respondents.

Independent Living

Pike et al. (1987) did not investigate variables concerned with the independence of its respondents, the graduates of June 1985. They did, however, find that about one half of the respondents were receiving financial support from parents/guardians. Likewise, a sizeable number of special education respondents depended upon their parents/guardians. A primary difference between the two studies is that most of the 1985 graduate respondents were attending school, while few of the special education respondents in this present study were enrolled.

Gender

In the Pike et al. (1987) study there were few differences between males and females, although females were somewhat more likely to be looking for work, while males were more likely to be in the military. There were dramatic differences between the two in this present study. Females were likely to be unemployed and not seeking employment, but to be working in the lowest-paying occupations, if employed. They also tended to be more dependent on their parents for financial support and transportation.

A Comparison of the Colorado Statewide Follow-Up Study With LAUSD Special Education Follow-Up Study

Since the Colorado study (Mithuagh & Horiuchi, 1983) was quite comprehensive and served as a model for planning and implementing this study, it was deemed appropriate, as well as beneficial, to compare the findings of the two.

A Comparison of Demographics

There are apparent differences and similarities in the demographics of the two studies. The Colorado study was a statewide effort that studied 234 disabled graduates, while this study, limited to LAUSD, involved 118 disabled graduates. The major disability categories studied in Colorado were mental retardation, perceptual/communication, emotionally/behaviorally disturbed, and physically handicapped. Similarly, this study included subjects from 10 of the 13 LAUSD disability groups which could be categorized to match Colorado's.

The subjects that became the primary focus of this study, however, were the mentally retarded (ER and TMR) and learning disabled (LD).

There were differences in respect to the kind of geographic areas in which the subjects lived. The Colorado respondents represented both rural and urban communities of the state, with 57% from urban and 43% from rural districts. All respondents (100%) in this study lived in the greater Los Angeles urban area.

The male and female proportions of the two studies were almost identical. In both, men outnumbered women nearly 2 to 1. The Colorado sample was comprised of 65% males and 35% females, while this study was comprised of 64% male and 36% female.

The majority of respondents in the Colorado study were single (78%); another 20% were married or divorced. Over half of those married had one or more children. In this study, with one exception, all respondents were single; only five had children.

The number of years the graduates had been out of school differed with each study. LAUSD graduates had been out of school for 1 year, while Colorado graduates had been out 5 years.

A Comparison of Postschool Information

This section presents a comparison of selected variables from the Colorado and LAUSD study. It should be noted that each study investigated variables that were not included by the other. In such cases, those variables are omitted from this discussion. Postschool variables compared are education, transportation, independent living,

financial independence, employment, and view of life. Figures 12 through 19, following, compare the findings of this study with those of Colorado.

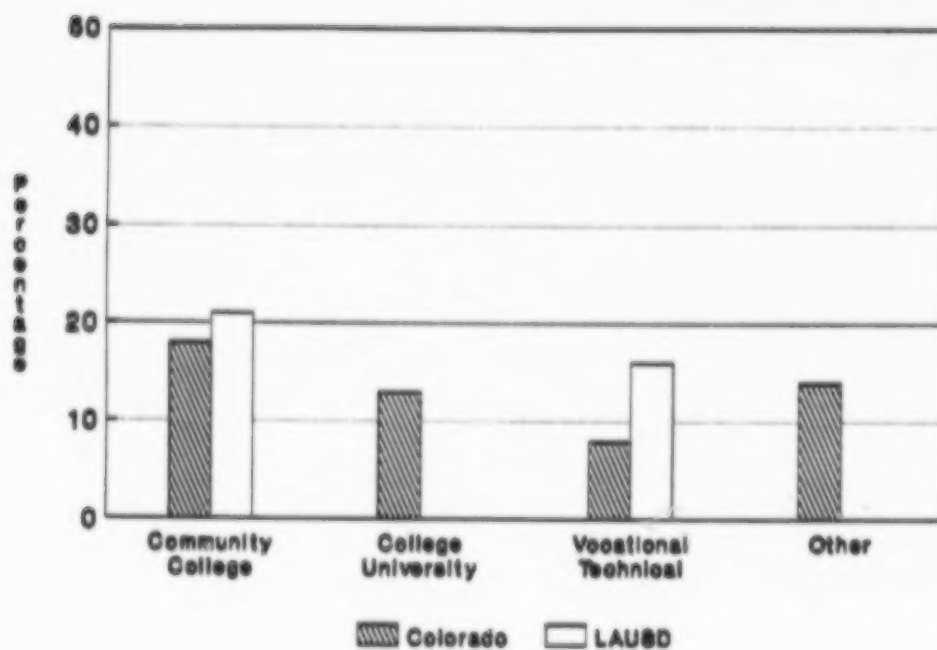


Figure 12. Post-high-school education.

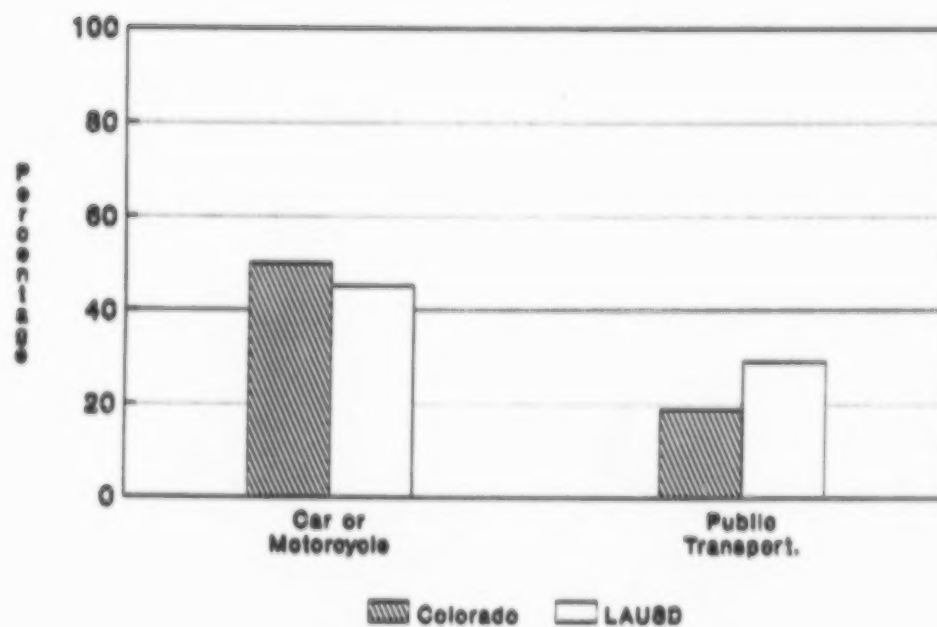


Figure 13. Transportation to work and other places.

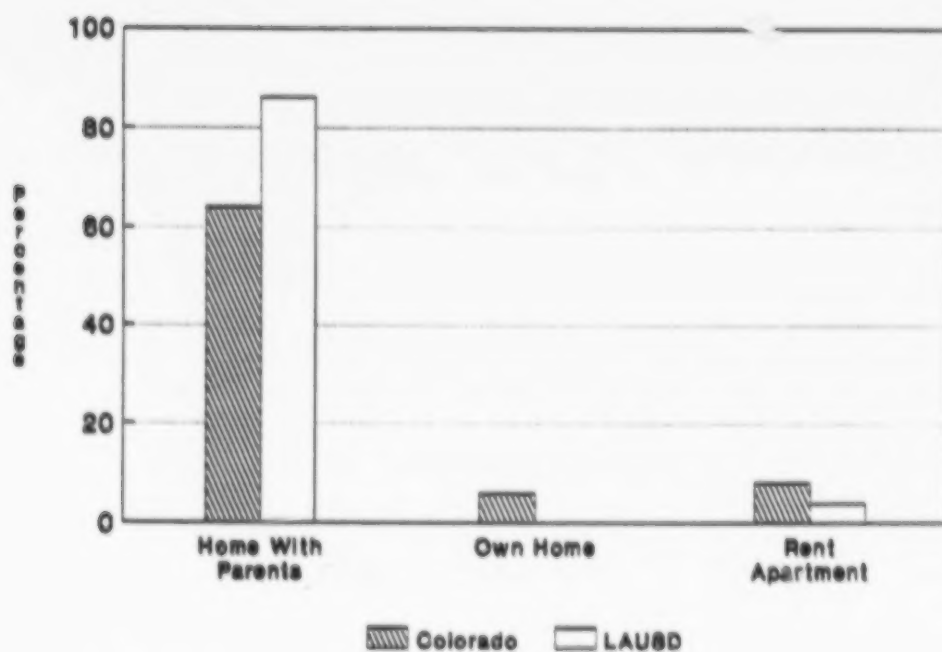


Figure 14. Living arrangement.

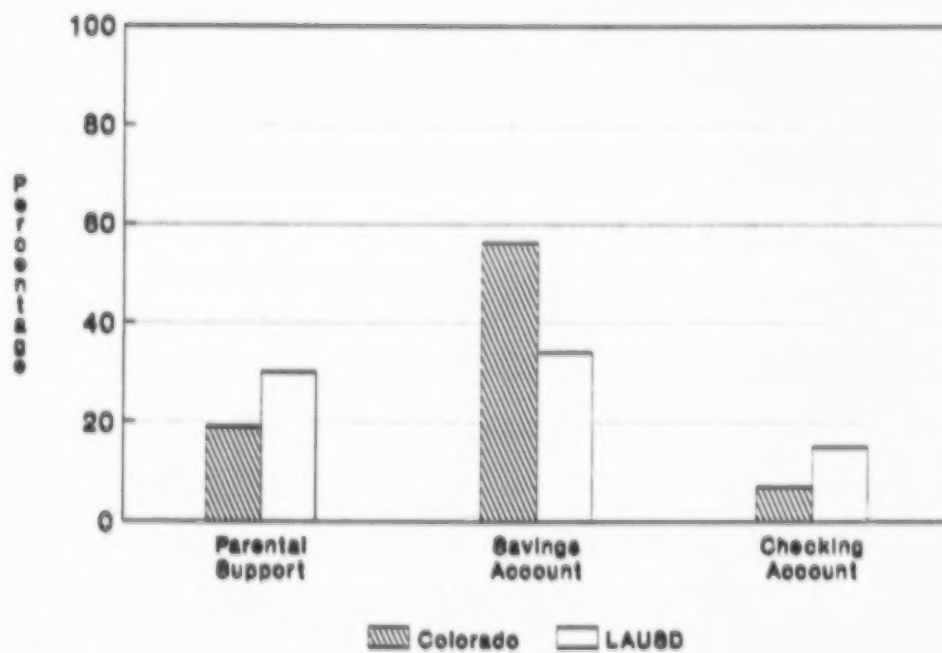


Figure 15. Financial independence.

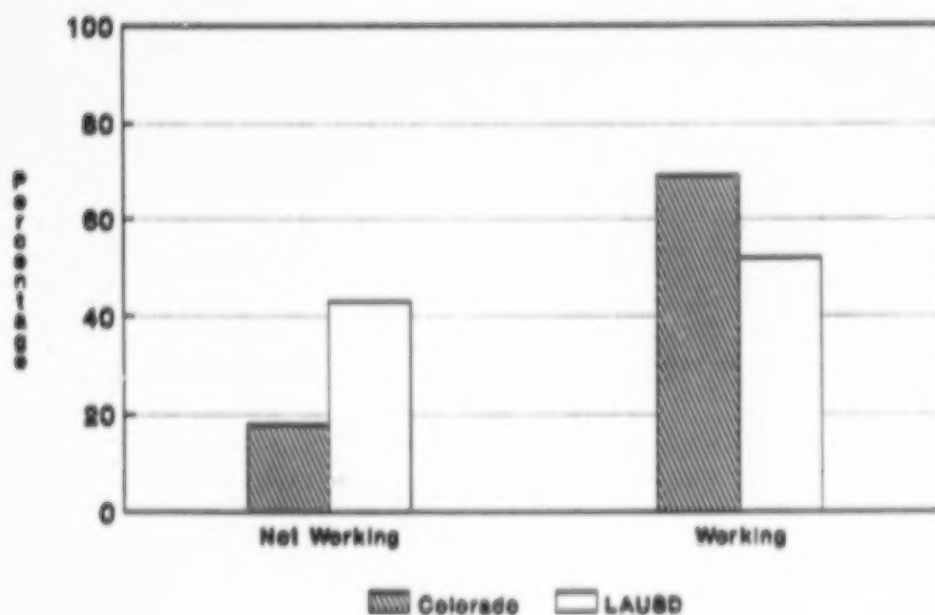


Figure 16. Employment since high school.

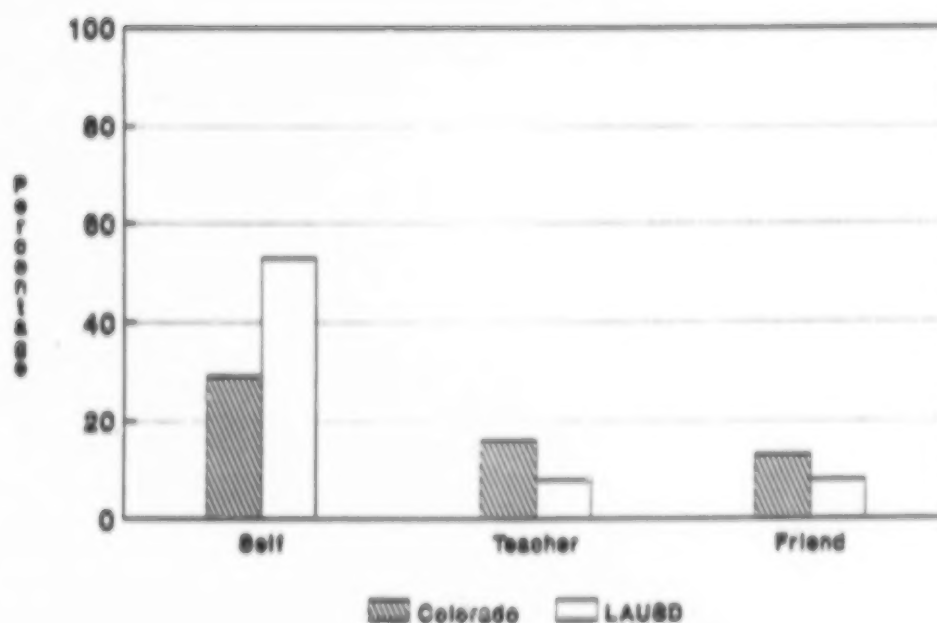


Figure 17. Employment: who located jobs for graduates?

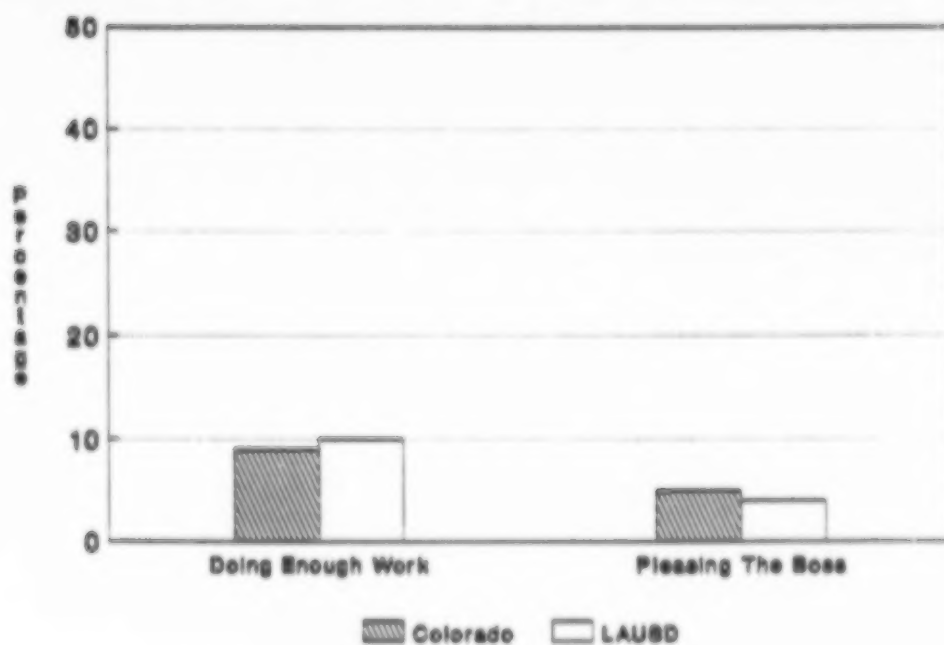


Figure 18. Problems at work

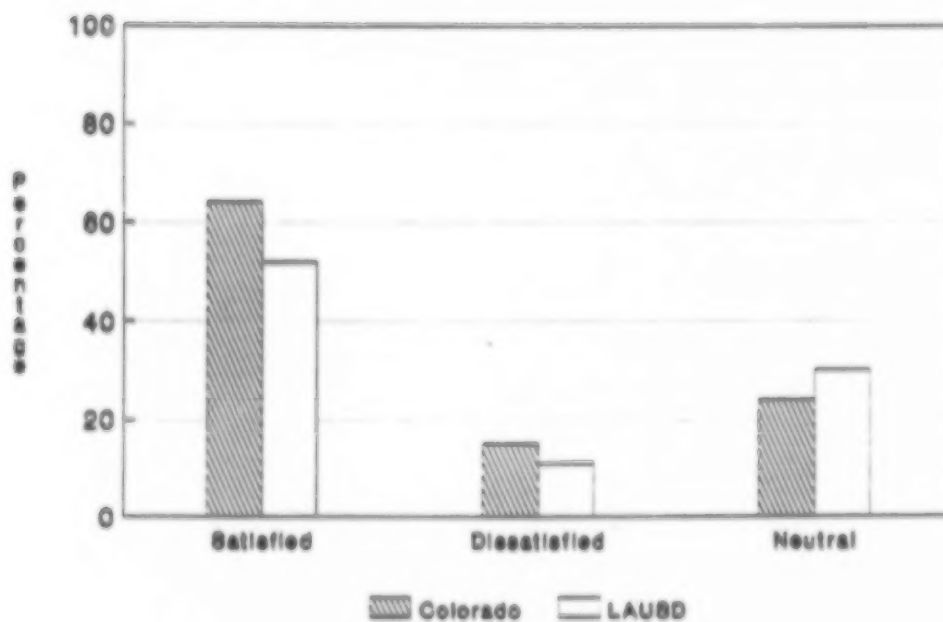


Figure 19. How graduates feel about life.

Chapter 6

Discussion, Implications, and Recommendations

Discussion

Since 1949, studies of graduates' plans and opinions of their activities following graduation have yielded valuable information for LAUSD. This information is one means by which the district evaluates its high schools' effectiveness.

Special education students are generally included in districtwide studies involving graduates, but because of their small numbers, there rarely is anything meaningful concluded about these students and their needs. This study, focusing exclusively on handicapped graduates, provides that opportunity.

When comparing this study to previous follow-up work, it is unique in that this is the first study that investigates handicapped student's school performance and their postschool activities. A 5-year longitudinal cross-sectional investigation of this type is unparalleled in the literature. As revealed in the literature, follow-up studies on handicapped graduates were one-time data gathering efforts and the longitudinal ones were limited to studying postschool activities of one disability group. This study includes all 13 of the district's disability groups, ranging from the Other Health Impaired to the severely handicapping conditions such as Seriously Emotionally Disturbed and the Trainable Mentally Retarded.

Implications

The findings of this present study suggest that LAUSD is providing educational services for many handicapped students from the time they enter the special education program until the maximum age they are eligible for services. The California Education Code allows handicapped students to remain in school through age 22. The ages of the subjects in this study ranged from 19 to 24. The older subjects, however, are likely to be the severely handicapped.

Furthermore, the findings indicate that LAUSD special education programs are successful in having a reasonable number of students graduate with diplomas. LD graduates (87%), however, had the highest rate of diplomas than did other groups. ER graduates followed, with a 44% rate. This seems to imply that, even though instructional techniques for special education courses are generally modified to meet the individual needs of the students, course content tends to match the content of courses provided regular students. It seems fair to conclude that, when permissible, teachers of handicapped students maintain the same level of expectations for their students as those held for regular students.

LAUSD seems to be on target for providing job-related classes for its handicapped students. The graduates, for the most part, had taken advantage of such classes. Almost half of the LD and ER graduates had taken vocational education classes and two thirds of the TMR graduates had done so. Almost twice as many graduates had taken work experience classes as had taken vocational education classes.

Although large proportions of students had taken vocational education classes and work experience classes, it does not seem logical to call these classes a transition program. For many graduates there was no related pattern in the vocational education classes taken, as in the case of one student who had taken upholstery, ceramics, wood shop, auto mechanics, and typing. This appears to be a highly arbitrary pattern of programming, without a cohesive educational goal.

Transition programs generally provide students with suitable job training, as well as assistance in obtaining employment. Though resembling a transition program, what LAUSD offers is a variety of industrial education-type courses ranging from those teaching basic adult living skills to those providing work incentive and vocational assessment. Course offerings range from traditional courses, such as auto mechanics and agriculture, to the more contemporary courses such as computers, graphic arts, and beach maintenance. If these course offerings are considered to be a transition program, then, at best, what is in place is a fragmented program with missing key components. The one vital part missing is the help students need in finding jobs and keeping them. What supports this thinking is the fact that half of the graduates are not working, and many of them are neither looking for work nor attending school.

Historically, special education graduates who find employment generally end up working in low-paying service or clerical/sales occupations (McFall, 1966; Mithaugh & Horiuchi, 1983). Similarly, almost 60% of the working graduates in this study were employed in

service and clerical/sales jobs. Perhaps the first step in solving this problem is to answer two questions: Are there hidden messages transmitted throughout the special education curriculum that program students to limit themselves? Do employers give handicapped applicants the same consideration they give the nonhandicapped? With answers to these questions, schools can take corrective actions.

Another finding indicates that the graduates' actual postschool activities are fairly consistent with what they had planned to do after graduation. Consistency between plans and actual activities was recognized across the LD and ER groups, but not with the TMR group. By contrast, almost all TMR graduates (19 of 20) had planned to work in sheltered workshops; however, only 5 actually work in one. The implication is that school staffs seem to be doing an appropriate job in helping many students plan realistically for the future. However, in spite of severe limitations, far too many handicapped students expect to pursue occupations that are unrealistic. This finding also points to the fact that, at least for the TMR group, more needs to be done to help students plan their postschool activities.

Recommendations

Based on the findings of this study, the following recommendations are offered to administrators, curriculum planners, and teachers of handicapped students:

- Independent living courses offered handicapped high school students should be carefully examined to determine if instructional methods or course content can be improved. Skills required for independent living need to be identified and prioritized by LAUSD staff and parents of handicapped students. Once this has been accomplished, the present course content should be analyzed to determine if these skills are included. Instructional methods should also be reviewed for their effectiveness in teaching individual and related skills.
- Handicapped students must be assured equal access to college advisors and college preparation programs.
- Individualized Education Programs for handicapped students capable of college work should include a college counseling objective.
- High school counseling staffs should place more emphasis on encouraging female students to take classes that include work-related experiences. They should also be encouraged to take classes beyond those traditionally considered to be for women (e.g., typing, child care).

- A transitional program should be an integral part of the high school curriculum for handicapped students. This program should, at a minimum, be concerned about the graduates' employment needs and those skills essential for independent living. The program should emphasize:

1. providing students on-the-job work experience
2. enabling students to use employment training agencies and other services that can help with their employment needs
3. helping students understand the responsibilities they will face as adults: having insurance, taking care of their banking needs, driving automobiles, and acquiring and managing their own living quarters

References

- Bellamy, A., (1985). Transition progress: Comments on Hasazi, Gordon and Roe. Exceptional Children, 6, 474-477.
- Chaffin, J., Spellman, C., Regan, C., & Davidson, R. (1971). Follow-up studies of former educable mentally retarded students from the Kansas Work-Study Project. Exceptional Children, 37, 733-738.
- Cobb, B., & Hasazi, S., (1987). School-aged transition services: Option for adolescents with mild handicaps. Career Development For Exceptional Individuals, 10 (1), 15-23.
- Cohen, M., (1984 December). Learning to work: Transitioning youth with developmental disabilities. Paper prepared for the Stepping Stones Growth Center, Oakland, California (ERIC Document Reproduction Service No. ED 265691).
- Fafard, M., & Haubrich, P., (1981). Vocational and social adjustment of learning disabled young adults: A follow-up study. Learning Disability Quarterly, 4, 123-129.
- Hasazi, S.B., Gordon, L. & Roe, C. (1985). Factors associated with the employment status of handicapped youth exiting high school from 1979-1983. Exceptional Children, 51 (6), 455-469.
- McDonnell, J. & Hardman, M. (1985). Planning the transition of severely handicapped youth from school to adult services: A framework for high school programs. Education and Training of the Mentally Retarded, 275-285.
- Miller, J., (1966). Postschool adjustment: A survey of 50 former students of classes for the educable mentally retarded. Exceptional Children, 32, 633-634.
- Mithaug, D., & Horiuchi, C. (1983). The Colorado statewide follow-up survey of special education students. Colorado Springs: University of Colorado School of Education.
- Olshansky, S. & Beach, D., (1975). A 5-year follow-up of physically disabled clients. Rehabilitation Literature, 36, (8) 251-252.
- Patterson, L., & Smith, L. (1960). The postschool adjustment of educable mentally retarded adults with that of adults of normal intelligence. Exceptional Children, 26, 404-408.

Pike, D., Renfro, W., & Weisbender, L. (1987). Follow-up of the 1985 high school graduates in the Los Angeles Unified School District (Publication No. 502). Los Angeles, CA: Research and Evaluation Branch, Los Angeles Unified School District.

Staff. (1987, March 18). Will promotes initiative questioning 'pull-out' programs. Education of the Handicapped, p. 3.

Staff. (1987, May 13). Milwaukee reshaping vocational education for handicapped students. Education of the Handicapped, p. 8.

Wehman, P., Kergel, J., & Barcus, M., (1985). From school to work: A vocational transition model for handicapped students. Exceptional Children, 51 (1), 25-31.

APPENDIX A

Tables

Table 1

1986 Graduates and Follow-Up Sample, by Disability Group

Disability	Graduates		Follow-up sample	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Aphasia	3	1.2	2	1.7
Autistic	4	1.6	2	1.7
Blind/Partially Sighted	4	1.6	0	0.0
Deaf	3	1.2	0	0.0
Developmentally Handicapped	3	1.2	2	1.7
Educable Retarded	29	11.4	9	7.7
Hard of Hearing	2	0.8	0	0.0
Learning Disabled	143	56.5	71	60.2
Multihandicapped	7	2.8	3	2.5
Other Health Impaired	6	2.4	3	2.5
Orthopedically Handicapped	9	3.6	3	2.5
Seriously Emotionally Disturbed	7	2.7	3	2.5
Trainable Mentally Retarded	33	13.0	20	17.0
Total	253	100.0	118	100.0

Table 2

Follow-Up Sample, by Disability and Gender

Disability	Male		Female		Total	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Aphasia	0	0.0	2	4.8	2	1.7
Autistic	1	1.3	1	2.4	2	1.7
Blind/Partially Sighted	0	0.0	0	0.0	0	0.0
Deaf	0	0.0	0	0.0	0	0.0
Developmentally Handicapped	1	1.3	1	2.4	2	1.7
Educable Retarded	6	7.9	3	7.1	9	7.7
Hard of Hearing	0	0.0	0	0.0	0	0.0
Learning Disabled	47	61.8	24	57.1	71	60.2
Multihandicapped	3	4.0	0	0.0	3	2.5
Other Health Impaired	3	4.0	0	0.0	3	2.5
Orthopedically Handicapped	2	2.6	1	2.4	3	2.5
Seriously Emotionally Disturbed	1	1.3	2	4.8	3	2.5
Trainable Mentally Retarded	12	15.8	8	19.0	20	17.0
Total	76	100.0	42	100.0	118	100.0

Table 3

1986 Graduates and Follow-Up Sample, by Gender

Sex	Graduates		Follow-up sample	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Male	177	70.0	76	64.4
Female	76	30.0	42	35.6
Total	253	100.0	118	100.0

Table 4

Demographic Description, by Disability Group

Item	LD		TMR		ER		Total	
	N	%	N	%	N	%	N	%
Type of high school certificate received:								
Diploma	61	85.9	0	0.0	4	44.4	65	65.0
Letter of recommendation	5	7.1	20	100.0	5	55.6	30	30.0
None, dropped out	5	7.0	0	0.0	0	0.0	5	5.0
Marital status:								
Single	70	98.6	20	100.0	9	100.0	99	99.0
Married	1	1.4	0	0.0	0	0.0	1	1.0
Number of children:								
0	67	94.4	20	100.0	8	88.9	95	95.0
1	4	5.6	0	0.0	1	11.1	5	5.0
Number who took work experience classes in high school								
	27	38.0	12	60.0	2	22.2	41	41.0
Number who took vocational classes in high school								
	49	69.0	11	55.0	2	22.2	62	62.0

Note. Percentages are based on the total number of graduates interviewed, by handicap (LD = 71, TMR = 20, ER = 9, Total = 100).

Table 5

Demographic Description, by Disability Group and Gender

Item	LD				TMR				ER				Total			
	M		F		M		F		M		F		M		F	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Type of high school certificate received:																
Diploma	40	85.1	21	87.5	0	0.0	0	0.0	3	50.0	1	33.3	43	66.2	22	62.8
Letter of recommendation	5	10.6	0	0.0	12	60.0	8	40.0	3	50.0	2	66.7	20	30.8	10	28.6
None, dropped out	2	4.3	3	2.5	0	0.0	0	0.0	0	0.0	0	0.0	2	3.0	3	8.6
Marital status:																
Single	46	97.9	24	100.0	12	100.0	8	100.0	6	100.0	3	100.0	64	98.5	35	100.0
Married	1	2.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1.5	0	0.0
Number of children:																
0	46	97.9	21	87.5	12	100.0	8	100.0	5	83.3	3	100.0	63	96.9	32	91.4
1	1	2.1	3	2.5	0	0.0	0	0.0	1	16.7	0	0.0	2	3.1	3	8.6
Number who took work experience classes in high school	17	36.2	10	41.7	9	75.0	3	37.5	1	16.7	1	33.3	27	57.4	14	40.0
Number who took work vocational classes in high school	34	72.3	15	62.5	7	58.3	4	50.0	0	0.0	2	66.7	41	87.2	21	52.5

Note. Percentages are based on the total number of graduates by sex and handicap (LD = 47 males, 24 females; TMR = 12 males, 8 females; ER = 6 males, 3 females; Total = 65 males, 35 females).

Table 6

Opinions of Graduates, by Disability Group

Item	LD		TMR		ER		Total	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Graduates believed high school prepared them to:								
Live independently in the community	34	47.9	6	30.0	1	11.1	41	41.0
Participate in social or community activities	37	52.1	8	40.0	3	33.3	48	48.0
Get along with others	39	54.9	11	55.0	6	66.7	56	56.0
Understand their abilities	46	64.8	8	40.0	4	44.4	58	58.0
Know about different jobs	46	64.8	2	10.0	3	33.3	51	51.0
Select the best job	31	43.7	2	10.0	2	22.2	35	35.0
Search, apply, and interview for a job	48	67.6	1	5.0	3	33.3	52	52.0
Perform acceptable (good) work on the job	28	39.4	4	20.0	3	33.3	35	35.0

Note. Percentages are based on the total number of graduates by handicap (LD = 71, TMR = 20, ER = 9, Total = 100). The number and percentage refer to the Yes responses.

Table 7

Opinions of Graduates, by Disability Group and Gender

Item	LD				TMR				ER				Total			
	M		F		M		F		M		F		M		F	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Graduates believed high school prepared them to:																
Live independently in the community	21	44.7	13	54.2	3	25.0	3	37.5	0	0.0	1	33.3	24	36.9	17	48.6
Participate in social or community activities	25	53.2	12	50.0	3	25.0	5	41.7	1	16.7	2	66.7	29	44.6	19	54.3
Get along with others	19	40.4	20	83.3	5	41.7	6	75.0	3	50.0	3	100.0	27	41.5	29	82.9
Understand their abilities	27	57.5	19	79.2	3	25.0	5	41.7	2	33.3	2	66.7	32	49.2	26	74.3
Know about different jobs	31	66.0	15	62.5	0	0.0	2	25.0	1	16.7	2	66.7	32	49.2	19	54.3
Select the best job	17	36.2	14	58.3	2	16.7	0	0.0	0	0.0	2	66.7	19	29.2	16	45.7

Table 7 (continued)

Item	LD				TMR				ER				Total			
	M		F		M		F		M		F		M		F	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Graduates believed high school prepared them to:																
Search, apply, and interview for a job	34	72.3	14	58.3	0	0.0	1	12.5	1	16.7	2	66.7	35	53.9	17	48.6
Perform acceptable (good) work on the job	17	36.2	11	45.8	2	16.7	2	25.0	1	16.7	2	66.7	20	30.8	15	42.9

Note. Percentages were computed for males and females within each disability group; therefore, totals may not equal 100%. Percentage are based on the number of interviews by handicap and sex (LD = 47 males, 24 females; TMR = 12 males, 8 females; ER = 6 males, 3 females; Total = 65 males, 35 females). The number and percentage refer to the Yes responses.

Table 8

Post-High-School Educational Experiences of Graduates, by
Disability Group

Item	<u>LD</u> <u>N</u>	<u>TMR</u> <u>N</u>	<u>ER</u> <u>N</u>	<u>Total</u> <u>N</u>
Number enrolled in:				
Community or junior college	21	0	0	21
State college or university	0	0	0	0
Vocational or technical school	14	0	2	16
Adult school	3	0	0	3
Other	2	11	2	15
Type of classes taken:				
Academic	20	0	0	20
Technical	7	0	0	7
Vocational	18	3	1	22
Other	2	8	1	11
Number completing classes	27	10	2	39
Reasons classes were not completed:				
Too difficult	1	1	0	2
Time conflicts	6	0	0	6
Not interesting	2	0	0	2
Reasons classes were taken:				
Required by program	12	0	0	12
Related to job	9	1	0	10
Interested in subject	19	4	2	25
Other	2	1	0	3

Table 9

Post-High-School Educational Experiences of Graduates, by Disability Group and Gender

Item	LD		TMR		ER		Total	
	M	F	M	F	M	F	M	F
Number enrolled in:								
Community or junior college	14	7	0	0	0	0	14	7
State college or university	0	0	0	0	0	0	0	0
Vocational or technical school	8	6	0	0	2	0	10	6
Adult school	2	1	0	0	0	0	2	1
Other	0	2	5	6	1	1	6	9
Type of classes taken:								
Academic	12	8	0	0	0	0	12	8
Technical	6	1	0	0	0	0	6	1
Vocational	11	7	2	1	1	0	14	8
Other	1	1	3	5	0	1	4	7
Number completing classes	16	11	4	6	1	1	21	18
Reason classes were not completed:								
Too difficult	0	1	1	0	0	0	1	1
Time conflicts	5	1	0	0	0	0	5	1
Not interesting	1	1	0	0	0	0	1	1
Reason classes were taken:								
Required by program	6	6	0	0	0	0	6	6
Related to job	5	4	1	0	0	0	6	4
Interested in subject	11	8	2	2	1	1	14	11
Other	1	1	0	1	0	0	1	2

Table 10

Graduates' Postschool Activities Compared to Their Plans

Item	Handicap											
	LD				TMR				ER			
	Plans		Actual		Plans		Actual		Plans		Actual	
	N	%	N	%	N	%	N	%	N	%	N	%
Plans to attend a:												
4-year college/ university	1	1.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2-year college	19	26.8	16	22.5	0	0.0	0	0.0	0	0.0	0	0.0
Vocational/ technical school	27	38.0	13	18.3	0	0.0	0	0.0	4	44.4	2	22.2
Adult school	1	1.4	3	4.2	0	0.0	0	0.0	0	0.0	0	0.0
Plans to pursue a course with:												
Vocational/ technical emphasis	25	32.2	13	18.3	0	0.0	0	0.0	4	44.4	2	22.2
Academic emphasis	7	9.9	8	11.3	0	0.0	0	0.0	0	0.0	0	0.0
Uncertain	7	9.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Plans to be a:												
Full-time student	23	32.4	7	9.9	0	0.0	0	0.0	2	22.2	0	0.0
Part-time student	4	5.6	8	11.3	0	0.0	0	0.0	0	0.0	0	0.0
Part-time student/ part-time worker	19	26.8	5	7.0	0	0.0	0	0.0	2	22.2	1	11.1
Part-time student/ homemaker	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Table 10 (continued)

Item	Handicap											
	LD				TMR				ER			
	Plans		Actual		Plans		Actual		Plans		Actual	
	N	%	N	%	N	%	N	%	N	%	N	%
Plans to be a:												
Full-time worker	18	25.4	20	28.2	0	0.0	0	0.0	3	33.3	1	11.1
Part-time worker	15	21.1	7	9.9	0	0.0	0	0.0	2	22.2	1	11.1
Full- or part-time worker in an apprenticeship program	2	2.8	1	1.4	0	0.0	1	5.0	0	0.0	0	0.0
Half-time worker	0	0.0	6	8.5	0	0.0	0	0.0	0	0.0	0	0.0
Worker in a sheltered workshop	0	0.0	0	0.0	19	95.0	5	25.0	0	0.0	0	0.0
Full-time military person	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Full- or part-time homemaker	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Other	0	0.0	0	0.0	1	5.0	8	40.0	0	0.0	1	11.1
No plans	4	5.6	-	-	0	0.0	-	-	1	11.1	-	-
Not working/not looking	-	-	11	15.5	-	-	7	35.0	-	-	2	22.2
Not working/looking	-	-	10	14.1	-	-	0	0.0	-	-	1	11.1

Note. Percentages are based on the total number of students interviewed, by handicap (LD = 71, TMR = 20, ER = 9, Total = 100). Columns may total more than 100% because students may be counted in more than one category.

Table 11

Work Experiences of Graduates, by Disability Group

Item	LD		TMR		ER		Total	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Employment status:								
Unemployed/ not looking	14	19.7	15	75.0	4	44.4	33	33.0
Unemployed/ looking	14	19.7	0	0.0	1	11.1	15	15.0
Employed	43	60.6	5	25.0	4	44.5	52	52.0
Persons who helped find job:								
Self	15	34.9	0	0.0	3	75.0	18	34.6
Parents/ legal guardians	9	20.9	1	20.0	1	25.0	11	21.2
Relatives	5	11.6	0	0.0	0	0.0	5	9.6
Friends	8	18.6	0	0.0	0	0.0	8	15.4
Teacher/counselor	4	9.3	4	80.0	0	0.0	8	15.4
No response	2	4.7	0	0.0	0	0.0	2	3.8
Hours worked per week:								
Less than 15 hours	6	13.9	1	20.0	2	50.0	9	17.3
15 to 25 hours	12	27.9	0	0.0	0	0.0	12	23.1
26 to 40 hours	22	51.2	4	80.0	2	50.0	28	53.8
More than 40 hours	3	7.0	0	0.0	0	0.0	3	5.8

Note. Percentages are based on the number of employed graduates (LD = 43, TMR = 5, ER = 4, Total = 52).

Table 12

Work Experiences of Graduates, by Disability Group and Gender

Item	LD				TMR				ER				Total			
	M		F		M		F		M		F		M		F	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Employment status:																
Unemployed/ not looking	5	10.6	9	37.5	8	66.7	7	87.5	3	50.0	1	33.3	16	24.6	17	48.6
Unemployed/ looking	11	23.4	3	12.5	0	0.0	0	0.0	0	0.0	1	33.3	11	16.9	4	11.4
Employed	31	66.0	12	50.0	4	33.7	1	12.5	3	50.0	1	33.4	38	58.5	14	40.0
Persons who helped find job:																
81 Self	10	32.2	5	41.7	0	0.0	0	0.0	3	100.0	0	0.0	13	34.2	5	35.7
Parents/legal guardians	7	22.6	2	16.7	1	25.0	0	0.0	0	0.0	1	100.0	8	21.0	3	21.4
Relatives	5	16.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5	13.2	0	0.0
Friends	6	19.4	2	16.6	0	0.0	0	0.0	0	0.0	0	0.0	6	15.8	2	14.3
Teacher/counselor	1	3.2	3	25.0	3	75.0	1	100.0	0	0.0	0	0.0	4	10.5	4	28.6
No response	2	6.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	5.3	0	0.0
Hours worked per week:																
Less than 15 hours	4	12.9	2	16.7	1	25.0	0	00.0	2	67.7	0	0.0	7	18.4	2	14.3
15 to 25 hours	8	25.8	4	33.3	0	0.0	0	00.0	0	0.0	0	0.0	8	21.1	4	28.6
26 to 40 hours	16	51.6	6	50.0	3	75.0	1	100.0	1	33.3	1	100.0	20	52.6	8	57.1
More than 40 hours	3	9.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	7.9	0	0.0

Note. Percentages are based on the number of employed graduates (LD = 31 males, 12 females; TMR = 4 males, 1 female; ER = 3 males, 1 female; Total = 38 males, 14 females).

Table 13

Jobs Held by Graduates, by Disability Group

Occupational Category	LD		TMR		ER		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Professional, technical, and managerial	4	9.3	1	20.0	0	0.0	5	9.6
Clerical and sales	13	30.2	1	20.0	1	25.0	15	28.9
Service	15	34.9	0	0.0	1	25.0	16	30.8
Agricultural, fishery, and forestry	0	0.0	0	0.0	0	0.0	0	0.0
Processing	1	2.4	0	0.0	0	0.0	1	1.9
Machine trades	5	11.6	0	0.0	0	0.0	5	9.6
Benchwork	1	2.3	3	60.0	1	25.0	5	9.6
Structural work	1	2.3	0	0.0	0	0.0	1	1.9
Miscellaneous	3	7.0	0	0.0	1	25.0	4	7.7

Note. Percentages are based on the number of working graduates (LD = 43, TMR = 5, ER = 4, Total = 52). Occupational categories are those used by the United States Department of Labor.

Table 14

Jobs Held by Graduates, by Disability Group and Gender

Occupational category	LD				TMR				ER				Total			
	M		F		M		F		M		F		M		F	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Professional, technical, and managerial	2	6.5	2	16.7	0	0.0	1	100.0	0	0.0	0	0.0	2	5.2	3	21.4
Clerical and sales	7	22.6	6	50.0	1	25.0	0	0.0	1	33.3	0	0.0	9	23.7	6	42.9
Service	12	38.7	3	25.0	0	0.0	0	0.0	1	33.3	0	0.0	13	34.2	3	21.5
83 Agriculture, fishery, and forestry	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Processing	0	0.0	1	8.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	7.1
Machine trades	5	16.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5	13.2	0	0.0
Benchwork	1	3.2	0	0.0	3	75.0	0	0.0	1	33.4	0	0.0	5	13.2	0	0.0
Structural work	1	3.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.6	0	0.0
Miscellaneous	3	9.7	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	3	7.9	1	7.1

Note. Percentages are based on the number of working graduates (LD = 31 males, 12 females; TMR = 4 males, 1 female; ER = 3 males, 1 female; Total = 38 males, 14 females). Occupational categories are those used by the United States Department of Labor.

Table 15

Earnings of Graduates, by Disability Group

Item	LD		TMR		ER		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Salary earned per week:								
Volunteer work	0	0.0	1	20.0	0	0.0	1	1.9
\$1 - 49	0	0.0	0	0.0	1	25.0	1	1.9
\$50 - 75	3	7.0	2	40.0	0	0.0	5	9.6
\$76 - 100	5	11.6	1	20.0	0	0.0	6	11.5
\$101 - 125	3	7.0	0	0.0	0	0.0	3	5.8
\$126 - 150	2	4.6	0	0.0	1	25.0	3	5.8
\$151 - 175	1	2.3	0	0.0	0	0.0	1	1.9
\$176 - 200	2	4.7	0	0.0	0	0.0	2	3.9
\$201 - 225	2	4.6	0	0.0	0	0.0	2	3.8
\$226 - 250	1	2.3	0	0.0	0	0.0	1	1.9
\$251 - 300	5	11.6	0	0.0	0	0.0	5	9.6
\$301 - 350	0	0.0	0	0.0	0	0.0	0	0.0
\$351 - 400	2	4.7	0	0.0	0	0.0	2	3.9
\$401+	3	7.0	0	0.0	0	0.0	3	5.8
Don't know/refused to answer	14	32.6	1	20.0	2	50.0	17	32.7

Note. Percentages are based on the number of working graduates (LD = 43, TMR = 5, ER = 4, Total = 52).

Table 16

Earnings of Graduates, by Disability Group and Gender

Item	LD						TMR						ER						Total					
	M			F			M			F			M			F			M			F		
	N	%		N	%		N	%		N	%		N	%		N	%		N	%		N	%	
Salary earned per week:																								
Volunteer work	0	0.0		0	0.0		1	25.0		0	0.0		0	0.0		0	0.0		1	2.6		0	0.0	
\$1 - 49	0	0.0		0	0.0		0	0.0		0	0.0		1	33.3		0	0.0		1	2.6		0	0.0	
\$50 - 75	0	0.0		3	25.0		2	50.0		0	0.0		0	0.0		0	0.0		2	5.3		3	21.4	
\$76 - 100	2	6.5		3	25.0		0	0.0		1	100.0		0	0.0		0	0.0		2	5.3		4	28.6	
\$101 - 125	1	3.2		2	16.7		0	0.0		0	0.0		0	0.0		0	0.0		1	2.6		2	14.3	
\$126 - 150	2	6.5		0	0.0		0	0.0		0	0.0		1	33.3		0	0.0		3	7.9		0	0.0	
\$151 - 175	0	0.0		1	8.3		0	0.0		0	0.0		0	0.0		0	0.0		0	0.0		1	7.1	
\$176 - 200	2	6.5		0	0.0		0	0.0		0	0.0		0	0.0		0	0.0		2	5.3		0	0.0	
\$201 - 225	2	6.5		0	0.0		0	0.0		0	0.0		0	0.0		0	0.0		2	5.3		0	0.0	
\$226 - 250	1	3.2		0	0.0		0	0.0		0	0.0		0	0.0		0	0.0		1	2.6		0	0.0	
\$251 - 300	4	12.8		1	8.3		0	0.0		0	0.0		0	0.0		0	0.0		4	10.5		1	7.1	
\$301 - 350	0	0.0		0	0.0		0	0.0		0	0.0		0	0.0		0	0.0		0	0.0		0	0.0	
\$351 - 400	2	6.5		0	0.0		0	0.0		0	0.0		0	0.0		0	0.0		2	5.3		0	0.0	
\$401+	3	9.6		0	0.0		0	0.0		0	0.0		0	0.0		0	0.0		3	7.9		0	0.0	
Don't know/refused to answer	12	38.7		2	16.7		1	25.0		0	0.0		1	33.3		1	100.0		14	36.8		3	21.4	

Note. Percentages are based on the number of working graduates (LD = 31 males, 12 females; TMR = 4 males, 1 female; ER = 3 males, 1 female; Total = 38 males, 14 females).

Table 17

Problems Graduates Experienced at Work, by Disability Group

Item	LD		TMR		ER		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Graduates had problems:								
Doing good work	2	4.7	1	20.0	2	50.0	5	9.6
Working all day	0	0.0	2	40.0	1	25.0	3	5.8
Pleasing the boss	0	0.0	1	20.0	1	25.0	2	3.9
Getting along with:								
Co-workers	4	9.3	1	20.0	0	0.0	5	9.6
Supervisors	3	7.0	1	20.0	0	0.0	4	7.7
Other	2	4.7	0	0.0	0	0.0	2	3.9

Note. Percentages are based on the number of working graduates (LD = 43, TMR = 5, ER = 4, Total = 52). Multiple problems were experienced by some graduates.

Table 18

Problems Graduates Experienced at Work, by Disability Group and Gender

Item	LD				TMR				ER				Total			
	M		F		M		F		M		F		M		F	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Graduates had problems:																
Doing good work	1	3.2	1	8.3	0	0.0	1	100.0	2	66.7	0	0.0	3	7.9	2	14.3
Working all day	0	0.0	0	0.0	1	25.0	1	100.0	1	33.3	0	0.0	2	5.3	1	7.1
Pleasing the boss	0	0.0	0	0.0	0	0.0	1	100.0	1	33.3	0	0.0	1	2.6	1	7.1
Getting along with:																
Co-workers	1	3.2	3	25.0	0	0.0	1	100.0	0	0.0	0	0.0	1	2.6	4	28.6
Supervisors	2	6.5	1	8.3	0	0.0	1	100.0	0	0.0	0	0.0	2	5.3	2	14.3
Other	2	6.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	5.3	0	0.0

Note. Percentages are based on the number of working graduates (LD = 31 males, 12 females; TMR = 4 males, 1 female; ER = 3 males, 1 female; Total = 38 males, 14 females). Multiple problems were experienced by some graduates.

Table 19

Number of Jobs Held by Graduates, by Disability Group

Number of Jobs	LD		TMR		ER		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
0	24	33.8	15	75.8	4	44.4	43	43.0
1	21	29.6	4	20.0	4	44.5	29	29.0
2	17	23.9	1	5.0	1	11.1	19	19.0
3 or more	9	12.7	0	0.0	0	0.0	9	9.0
Total	71	100.0	20	100.0	9	100.0	100	100.0

Note. Percentages are based on the total number of students interviewed, by handicap (LD = 71, TMR = 20, ER = 9, Total = 100).

Table 20

Reasons Learning Disabled Graduates Left Their Jobs

Reasons	Number of Graduates
Quit to take another job	8
Quit	5
Laid off/fired	4
Did not like job/supervisor	3
Salary too low	3
Did not like hours	2
Enrolled in school	2
Wanted to do something else	2
Job too difficult	2
Job too easy	1
Family problems	1
Difficult to work for a parent	1

Note. Some graduates left their job for more than one reason.

Table 21

Transportation Used by Graduates, by Disability Group

Item	LD		TMR		ER		Total	
	N	%	N	%	N	%	N	%
Transportation to work:								
Drive car/ride motorcycle	28	65.1	0	0.0	1	25.0	29	55.8
Carpool with others	6	14.0	0	0.0	0	0.0	6	11.5
Ride bicycle	3	7.0	0	0.0	0	0.0	3	5.8
Walk	1	2.3	0	0.0	1	25.0	2	3.9
Catch a bus/van	14	32.6	0	0.0	2	50.0	16	30.8
Parents/friends take them	8	18.6	5	100.0	0	0.0	13	25.0
Other	1	2.3	0	0.0	0	0.0	1	1.9
Transportation to other places:								
Drive car/ride motorcycle	32	45.1	0	0.0	1	11.1	33	33.0
Carpool with others	11	15.5	0	0.0	0	0.0	11	11.0
Ride bicycle	4	5.6	0	0.0	0	0.0	4	4.0
Walk	5	7.0	1	5.0	1	11.1	7	7.0
Catch a bus	20	28.2	2	10.0	6	66.7	28	28.0
Parents/friends take them	6	8.5	16	80.0	1	11.1	23	23.0
Other	1	1.4	1	5.0	0	0.0	2	2.0

Note. Some graduates used more than one mode of transportation. Transportation to work percentages are based on the number of working graduates (LD = 43, TMR = 5, ER = 4, Total = 52); transportation to other places percentages are based on the number of graduates interviewed, by handicap (LD = 71, TMR = 20, ER = 9, Total = 100).

Table 22

Transportation Used by Graduates, by Disability Group and Gender

Item	LD				TMR				ER				Total			
	M		F		M		F		M		F		M		F	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Transportation to work:																
Drive car/ride motorcycle	21	67.7	7	58.3	0	0.0	0	0.0	1	33.3	0	0.0	22	57.9	7	50.0
Carpool with others	2	6.5	4	33.3	0	0.0	0	0.0	0	0.0	0	0.0	2	5.3	4	28.6
Ride bicycle	3	9.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	7.9	0	0.0
Walk	0	0.0	1	8.3	0	0.0	0	0.0	1	33.4	0	0.0	1	2.6	1	7.1
Catch a bus/van	8	25.8	6	50.0	0	0.0	0	0.0	1	33.3	1	100.0	9	23.7	7	50.0
Parents/friends take them	3	9.7	5	41.7	4	100.0	1	100.0	0	0.0	0	0.0	7	18.4	6	42.9
16 Other	1	3.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.6	0	0.0
Transportation to other places:																
Drive car/ride motorcycle	27	57.5	5	20.8	0	0.0	0	0.0	1	16.7	0	0.0	28	43.1	5	14.3
Carpool with others	5	10.6	6	25.0	0	0.0	2	25.0	0	0.0	0	0.0	5	7.7	8	22.9
Ride bicycle	3	6.4	1	4.2	0	0.0	0	0.0	0	0.0	0	0.0	3	4.6	1	2.9
Walk	3	6.4	2	8.3	1	8.3	0	0.0	0	0.0	1	33.3	4	6.2	3	8.6
Catch a bus	10	21.3	10	41.7	1	8.3	1	12.5	4	66.7	2	66.7	15	23.1	13	37.1
Parents/friends take them	0	0.0	6	25.0	9	75.0	7	87.5	0	0.0	1	33.3	9	13.9	14	40.0
Other	1	2.1	0	0.0	1	8.3	0	0.0	0	0.0	0	0.0	2	3.1	0	0.0

Note. Some graduates used more than one mode of transportation. Transportation to work percentages are based on the number of working graduates (LD = 31 males, 12 females; TMR = 4 males, 1 female; ER = 3 male, a female; Total = 38 males, 14 females); transportation to other places percentages are based on the number of graduates interviewed, by handicap and gender (LD = 47 males, 24 females; TMR = 12 males, 8 females; ER = 6 males, 3 females; Total = 65 males, 35 females).

Table 23

Graduates' Living Status Since High School, by Disability Group

Item	LD		TMR		ER		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Where graduates live:								
Own Home	0	0.0	1	5.0	0	0.0	1	1.0
Apartment--alone	0	0.0	0	0.0	0	0.0	0	0.0
Apartment--shared	3	4.2	1	5.3	0	0.0	4	4.0
Parent's home	62	87.3	16	80.0	9	100.0	87	87.0
Relative's home	4	5.7	0	0.0	0	0.0	4	4.0
Group home	0	0.0	2	10.0	0	0.0	2	2.0
Other	2	2.8	0	0.0	0	0.0	2	2.0
Amount spent on housing per month ^a :								
\$0	47	66.2	11	55.0	8	88.9	66	66.0
\$1 - \$200	6	8.5	0	0.0	0	0.0	6	6.0
\$201 - 400	4	5.6	1	5.0	0	0.0	5	5.0
Don't know	14	19.7	8	40.0	1	11.1	23	23.0
Same living arrangement since high school								
	62	87.5	19	95.0	9	100.0	90	90.0

Note. Percentages are based on the number of graduates interviewed, by handicap (LD = 71, TMR = 20, ER = 9, Total = 100).

^aGraduates receiving Supplemental Security Income (SSI) pay a portion of the house note or rent. The amount paid is unknown by some persons because parents frequently handle the finances.

Table 24

Graduates' Living Status Since High School, by Disability Group and Gender

Item	LD				TMR				ER				Total			
	M		F		M		F		M		F		M		F	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Where graduates live:																
Own home	0	0.0	0	0.0	1	8.3	0	0.0	0	0.0	0	0.0	1	1.5	0	0.0
Apartment--alone	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Apartment--shared	2	4.3	1	4.2	1	8.3	0	0.0	0	0.0	0	0.0	3	4.6	1	2.9
Parent's home	41	87.2	21	87.5	9	75.0	7	87.5	6	100.0	3	100.0	56	86.2	31	88.5
Relative's home	2	4.3	2	8.3	0	0.0	0	0.0	0	0.0	0	0.0	2	3.1	2	5.7
Group home	0	0.0	0	0.0	1	8.3	1	12.5	0	0.0	0	0.0	1	1.5	1	2.9
Other	2	4.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	3.1	0	0.0
63																
Amount spent on housing per month ^a																
\$0	28	59.6	19	79.2	11	91.7	0	0.0	6	100.0	2	66.7	45	69.2	21	60.0
\$1 - \$200	4	8.5	2	8.3	0	0.0	0	0.0	0	0.0	0	0.0	4	6.2	2	5.7
\$201 - 400	3	6.4	1	4.2	1	8.3	0	0.0	0	0.0	0	0.0	4	6.2	1	2.9
Don't know	12	4.3	2	8.3	0	0.0	8	100.0	0	0.0	1	33.3	12	18.4	11	31.4
Same living arrangement since high school																
	41	87.2	21	87.5	11	91.7	8	100.0	6	100.0	3	100.0	58	89.2	32	91.4

Note. Percentages are based on the number of graduates interviewed by handicap (LD = 47 males, 24 females; TMR = 12 males, 8 females; ER = 6 males, 3 females; Total = 65 males, 35 females).

^aGraduates receiving Supplemental Security Income (SSI) pay a portion of the house note or rent. The amount paid is unknown by some persons because parents frequently handle the finances.

Table 25

Financial Independence of Graduates, by Disability Group

Item	LD		TMR		ER		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Income source:								
Parents	19	26.8	6	30.0	5	55.6	30	30.0
Job	40	56.3	4	20.0	4	44.4	48	48.0
Vocational								
Rehabilitation	0	0.0	4	20.0	0	0.0	4	4.0
Social Security	4	5.6	6	30.0	0	0.0	10	10.0
Department of								
Public Social								
Service (DPSS)	2	2.8	2	10.0	0	0.0	4	4.0
Supplemental								
Security Income								
(SSSI)	1	1.4	9	45.0	1	11.1	11	11.0
Other	2	2.8	0	0.0	0	0.0	2	2.0
Banking services used:								
Savings account	30	42.3	1	5.0	3	33.3	34	34.0
Checking account	13	18.3	1	5.0	1	11.1	15	15.0
Other (e.g., bonds, certificates)	1	1.4	3	15.0	0	0.0	4	4.0
Insurance:								
Life	11	15.5	2	10.0	2	22.2	15	15.0
Health	39	54.9	11	55.0	6	66.7	56	56.0
Car	25	35.2	0	0.0	0	0.0	25	25.0

Note. Percentages are based on the total number of graduates interviewed by handicap (LD = 71, TMR = 20, ER = 9, Total = 100). Persons may be counted more than once in each category.

Table 26

Financial Independence of Graduates, by Disability Group and Gender

Item	LD				TMR				ER				Total			
	M		F		M		F		M		F		M		F	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Income source:																
Parents	11	23.4	8	33.3	4	33.3	2	25.0	2	33.3	3	100.0	17	26.2	13	37.1
Job	28	59.6	12	50.0	3	25.0	1	12.5	3	50.0	1	33.3	34	52.3	14	40.0
Vocational																
Rehabilitation	0	0.0	0	0.0	2	16.7	2	25.0	0	0.0	0	0.0	2	3.1	2	5.7
Social Security	1	2.1	3	12.5	2	16.7	4	50.0	0	0.0	0	0.0	3	4.6	7	20.0
Department of Public																
Social Service (DPSS)	0	0.0	2	8.3	2	16.7	0	0.0	0	0.0	0	0.0	2	3.1	2	5.7
Supplemental																
Security Income (SSI)	0	0.0	1	4.2	4	33.3	5	62.5	0	0.0	1	33.3	4	6.2	7	20.0
Other	1	2.1	1	4.2	0	0.0	0	0.0	0	0.0	0	0.0	1	1.5	1	2.9
Banking services used:																
Savings account	21	44.7	9	37.5	1	8.3	0	0.0	3	50.0	0	0.0	25	38.5	9	25.7
Checking account	11	23.4	2	8.3	0	0.0	1	12.5	1	16.7	0	0.0	12	18.5	3	8.6
Other (e.g., bonds, certificates)	1	2.1	0	0.0	3	25.0	0	0.0	0	0.0	0	0.0	4	6.2	0	0.0
Insurance:																
Life	4	8.5	7	29.2	1	8.3	1	12.5	2	33.3	0	0.0	7	10.8	8	22.9
Health	25	53.2	14	58.3	3	25.0	8	100.0	4	66.7	2	66.7	32	49.2	24	68.6
Car	18	38.3	7	29.2	0	0.0	0	0.0	0	0.0	0	0.0	18	27.7	7	20.0

Note. Percentages are based on the total number of graduates interviewed by handicap and sex (LD = 47 males, 24 females; TMR = 12 males, 8 females; ER = 6 males, 3 females; Total = 65 males, 35 females). Persons may be counted more than once in each category.

Table 27

Assessment of Graduates' Quality of Life, by Disability Group

Item	LD		TMR		ER		Total	
	N	%	N	%	N	%	N	%
Students assessed themselves as:								
Very satisfied/ very happy	14	19.7	2	10.0	0	0.0	16	16.0
Satisfied/happy	26	36.6	4	20.0	6	66.7	36	36.0
OK, neutral	22	31.0	5	25.0	3	33.3	30	30.0
Very dissatisfied/ very unhappy	7	9.9	4	20.0	0	0.0	11	11.0
Did not assess	2	2.8	5	25.0	0	0.0	7	7.0
Interviewers assessed students as:								
Very happy	9	12.7	4	20.0	1	11.1	14	14.0
Happy	17	23.9	2	10.0	3	33.3	22	22.0
OK, neutral	26	36.6	6	30.0	3	33.3	35	35.0
Unhappy	8	11.3	5	25.0	2	22.2	15	15.0
Very unhappy	5	7.0	0	00.0	0	0.0	5	5.0
Did not assess	6	8.5	3	15.0	0	0.0	9	9.0
Interviewers assessed student adaptation to community life as:								
Very successful	6	8.5	0	0.0	1	11.1	7	7.0
Successful	25	35.2	2	10.0	2	22.2	29	29.0
OK, neutral	17	23.9	6	30.0	3	33.3	26	26.0
Unsuccessful	7	9.9	7	35.0	3	33.3	17	17.0
Very unsuccessful	4	5.6	1	5.0	0	0.0	5	5.0
Did not assess	12	16.9	4	20.0	0	0.0	16	16.0

Note. Self-assessments were not obtained from all graduates, and interviewers did not assess all students. Percentages are based on the number of students interviewed by handicap (LD = 71, TMR = 20, ER = 9, Total = 100).

Table 28

Assessment of Graduates' Quality of Life, by Disability Group and Gender

Item	LD				TMR				ER				Total			
	M		F		M		F		M		F		M		F	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students assessed themselves as:																
Very satisfied/ very happy	8	17.0	6	25.0	0	0.0	2	25.0	0	0.0	0	0.0	8	12.3	8	22.9
Satisfied/happy	16	34.0	10	41.7	0	0.0	4	50.0	4	66.7	2	66.7	20	30.8	16	45.7
OK, neutral	15	31.9	7	29.2	3	25.0	2	25.0	2	33.3	1	33.3	20	30.8	10	28.6
Very dissatisfied/ very unhappy	6	12.8	1	4.1	4	33.3	0	0.0	0	0.0	0	0.0	10	15.4	1	2.8
Did not assess	2	4.3	0	0.0	5	41.7	0	0.0	0	0.0	0	0.0	7	10.7	0	0.0
Interviewers assessed students as:																
Very happy	4	8.5	5	20.8	2	16.7	2	25.0	1	16.7	0	0.0	7	10.8	7	20.0
Happy	12	25.6	5	20.8	0	0.0	2	25.0	1	16.7	2	66.7	13	20.0	9	25.7
OK, neutral	21	44.7	5	20.9	4	33.3	2	25.0	2	33.3	1	33.3	27	41.5	8	22.9
Unhappy	5	10.6	3	12.5	3	25.0	2	25.0	2	33.3	0	0.0	10	15.4	5	14.3
Very unhappy	0	0.0	5	20.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5	14.3
Did not assess	5	10.6	1	4.2	3	25.0	0	0.0	0	0.0	0	0.0	8	12.3	1	2.8

Table 28 (continued)

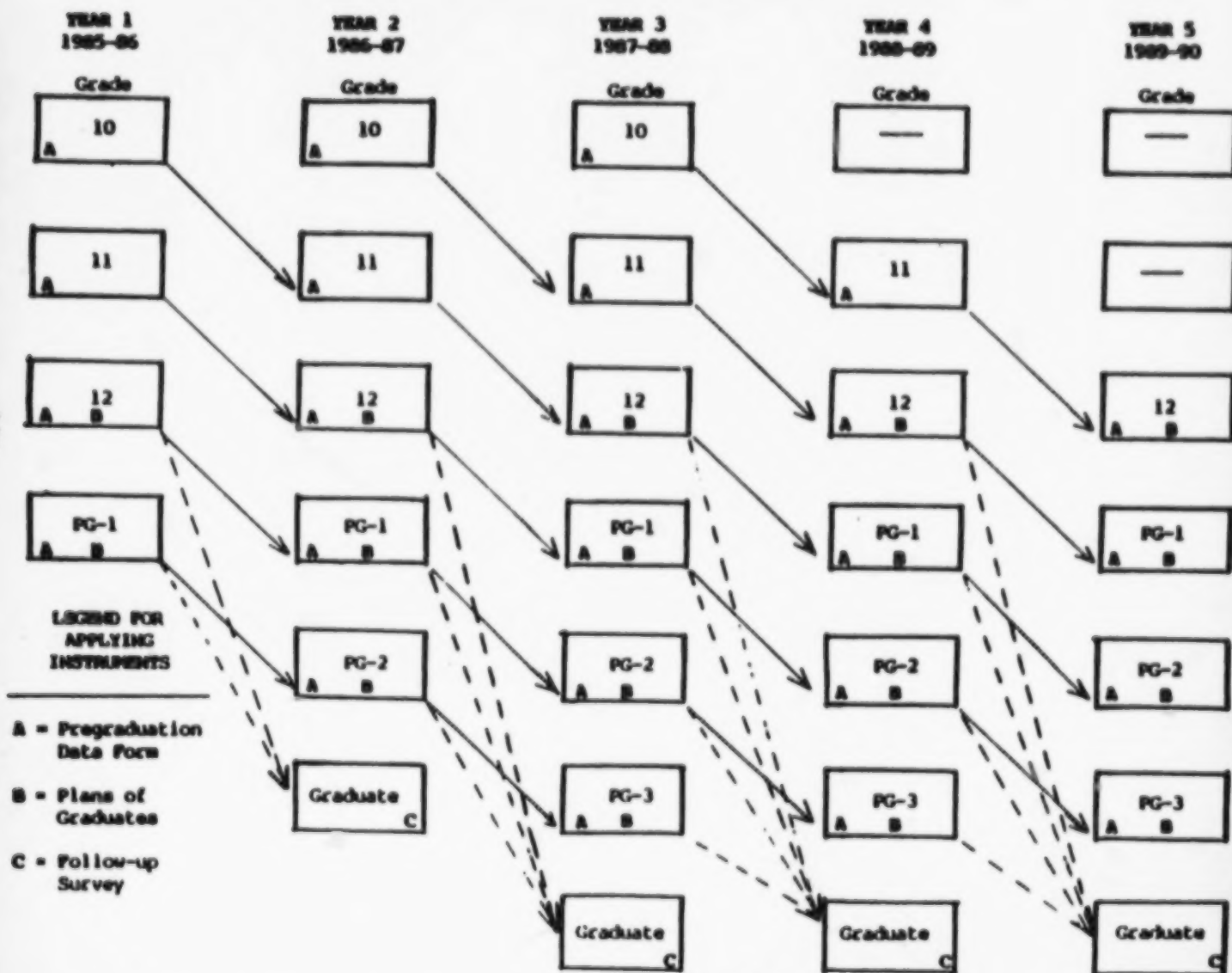
Item	LD				TMR				ER				Total			
	M		F		M		F		M		F		M		F	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Interviewers assessed students adaptation to community life as:																
Very successful	3	6.4	3	12.5	0	0.0	0	0.0	1	16.7	0	0.0	4	6.2	3	8.6
Successful	17	36.1	8	33.3	1	8.3	1	12.5	2	33.3	0	0.0	20	30.8	9	25.7
OK, neutral	14	29.8	3	12.5	4	33.3	2	25.0	1	16.7	2	66.7	19	29.2	7	20.0
Unsuccessful	0	0.0	7	29.2	2	16.7	5	62.5	2	33.3	1	33.3	4	6.2	13	37.1
Very unsuccessful	2	4.3	2	8.3	1	8.3	0	0.0	0	0.0	0	0.0	3	4.6	2	5.7
Did not assess	11	23.4	1	4.2	4	33.4	0	0.0	0	0.0	0	0.0	15	23.0	1	2.9

86

Note. Self-assessments were not obtained from all graduates, and interviewers did not assess all graduates. Percentages are based on the number of graduates interviewed (LD = 47 males, 24 females; TMR = 12 males, 8 females; ER = 6 males, 3 females; Total = 65 males, 35 females).

APPENDIX B
Longitudinal and Cross-Sectional Study

LONGITUDINAL AND CROSS-SECTIONAL STUDY OF SPECIAL EDUCATION STUDENTS, 1985-1990



APPENDIX C
Handicap Class Codes

HANDICAP CLASS CODES

<u>Codes</u>	<u>Description</u>
APH	Severe Disorders of Language/Aphasia
AUT	Autistic
BL	Blind
DH	Developmentally Handicapped
DHH	Deaf/Hard of Hearing
ER	Educable Retarded
LD	Learning Disabled
MH	Multihandicapped
OH	Orthopedically Handicapped
OHI	Other Health Impaired
PS	Partially Sighted
SED	Seriously Emotionally Disturbed
TMR	Trainable Mentally Retarded

APPENDIX D

Special Educational Post-High-School Activity Survey

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

SPECIAL EDUCATION POST-HIGH-SCHOOL
ACTIVITY SURVEY

Interview

1. Interviewer Name _____
2. Date of Interview _____
Mo. Day Yr.
3. Interviewee Name _____
4. Interviewee ID Number _____ ;
5. Age _____
6. High school attended _____
7. Sex: Male _____ Female _____
8. Years after graduation/leaving school 1 2 3 4 5 6
9. Indicate type of certificate received
____ (1) Diploma
____ (2) A Letter of Recommendation instead of a diploma
____ (3) None, dropped out
10. Marital Status:
____ (1) Married _____ (4) Divorced
____ (2) Single _____ (5) Widowed
____ (3) Separated
11. Number of children you have: 0 1 2 3 4 5 or more
12. When you were in high school, did you ever take work experience classes?
____ (1) Yes
____ (2) No

13. When you were in high school, did you ever take classes in Vocational Education (e.g., auto mechanics, home economics, food service, drafting, metal shop, business, woodshop, typing, shorthand, or cosmetology)?

_____ (1) Yes

_____ (2) No

14. Did your high school program prepare you to:

Yes No

- | | | |
|-------|-------|---|
| _____ | _____ | a. Live independently in the community (e.g., manage your money, take care of a home, take care of personal needs, plan and prepare meals, or select and buy own clothing)? |
| _____ | _____ | b. Participate in social or community activities (e.g., use recreational facilities, or go to church or community events)? |
| _____ | _____ | c. Get along with others (e.g., make new friends, get along in public places, or have good times without getting into trouble)? |
| _____ | _____ | d. Understand your abilities, talents, and interests (e.g., know what you can do for fun and for work)? |
| _____ | _____ | e. Know about different jobs? |
| _____ | _____ | f. Select the best job for you? |
| _____ | _____ | g. Search, apply, and interview for a job? |
| _____ | _____ | h. Perform acceptable (good) work on the job? |

15. Since high school, have you taken classes from a (check all that apply; if no classes taken, skip to #19):

_____ (1) Community or junior college?

_____ (2) State college or university?

_____ (3) Vocational or technical school?

_____ (4) Adult school?

_____ (5) Other (Specify) _____

16. Since high school what kind of classes have you taken?

- _____ (1) Academic (e.g., English, math, science, history)
- _____ (2) Technical (e.g., computer science, drafting, electronics)
- _____ (3) Vocational (e.g., hospital occupations, food services, upholstery, machine shop)
- _____ (4) Other (Specify) _____

17. Did you complete the class(es) you took?

- _____ (1) Yes
- _____ (2) No

If no, ask why class was not completed. (If yes, skip to #18.)

- _____ (1) Too difficult
- _____ (2) Not interesting
- _____ (3) Other (Specify) _____

18. Why did you take this/these class(es)? (Check all that apply)

- _____ (1) You are working toward a degree. (Specify degree) _____
- _____ (2) It was related to your job. (Specify job) _____
- _____ (3) You were interested in it.
- _____ (4) Other (Specify) _____

19. What is your present job or occupation?

- _____ (1) Currently not working and not looking. (Skip to #43)
- _____ (2) Currently not working, but looking. (Skip to #43)
- _____ (3) Currently employed as: (Specify) _____
(Skip to #23)
- _____ (4) Homemaker (Answer #20-22, then skip to #43)

20. Do you like being a homemaker?

_____ (1) Yes

_____ (2) No

21. What do you do as a homemaker? _____

22. Does anyone help you with those activities?

_____ (1) Yes

_____ (2) No

If yes, who? _____

23. How did you find the job?

_____ (1) You found it yourself.
(Ask how _____)

_____ (2) Parents (legal guardians) found it.
(Ask how _____)

_____ (3) Relatives found it.
(Ask how _____)

_____ (4) Friends found it.
(Ask how _____)

_____ (5) Your teacher found it.
(Ask how _____)

(Ask who, e.g., work experience, voc. ed. teacher)

24. How many hours do you work each week?

- _____ (1) Part-time (less than 15 hours per week)
- _____ (2) Half-time (15 to 25 hours per week)
- _____ (3) Full-time (26 to 40 hours per week)
- _____ (4) Overtime (more than 40 hours per week)

25. How much money do you earn per week? (Specify amount) _____

26. Have you had a pay raise in this job?

- _____ (1) No, just started working.
- _____ (2) No, but others doing the same job have gotten one.
(Then ask: Why do you think you haven't received a raise?)

- _____ (3) Yes, a pay raise is given every (specify number)
_____ months
- _____ (4) Yes, pay raises are based on how well you work.
You received (specify amount) a _____ raise.
- _____ (5) Other (Please specify) _____

27. Have you ever had problems at work with: (Check, if Yes, then ask for an example)

- _____ (1) Doing good work? (e.g., _____)
- _____ (2) Working the entire day? (e.g., _____)
- _____ (3) Your boss being happy with your work? (e.g., _____)
- _____ (4) Your co-workers? (e.g., _____)
- _____ (5) Your supervisor? (e.g., _____)
- _____ (6) Other (Specify) _____

28. How much do you like your job?

- _____ (1) Not at all
- _____ (2) Like it somewhat
- _____ (3) Like it very much

29. Have you been on this job since you left high school?

- _____ (1) Yes
- _____ (2) No

30. (If yes, go on to #31, if no, ask:) How many other jobs have you had since high school?

- _____ (1) One
- _____ (2) Two
- _____ (3) Three
- _____ (4) Four
- _____ (5) Other (Specify) _____

31. What job did you have before this one? _____
(If none, skip to #43)

32. What were your duties? _____

33. How long did you have that job? _____

- _____ (1) Less than a month
- _____ (2) Several months
- _____ (3) Almost a year
- _____ (4) More than a year

34. How much did you like that job?

- _____ (1) Not at all
- _____ (2) Liked it somewhat
- _____ (3) Liked it very much

35. Did you supervise anyone on that job? (If no, skip to #37.)

_____ (1) Yes

_____ (2) No

36. How many persons did you supervise? _____

37. How did you find this job?

_____ (1) You found it yourself.
(Ask how. _____)

_____ (2) Parents (legal guardians) found it.
(Ask how. _____)

_____ (3) Relatives found it.
(Ask how. _____)

_____ (4) Friends found it.
(Ask how. _____)

_____ (5) Your teacher found it.
(Ask how. _____)

(Ask who, e.g., work experience or vocational education
teacher) _____)

38. In that job, did you work:

_____ (1) Part-time (less than 15 hours per week)

_____ (2) Half-time (15-25 hours per week)

_____ (3) Full-time (26-40 hours per week)

_____ (4) Over-time (greater than 40 hours per week)

39. How much did you earn when you started? (\$/hr) _____

40. How much did you earn when you quit? (\$/hr) _____

41. At that job, did you ever have problems with: (If yes, ask for example)

- _____ (1) Doing good work?
(e.g., _____)
- _____ (2) Working the entire day?
(e.g., _____)
- _____ (3) Your boss being happy with your work?
(e.g., _____)
- _____ (4) Your co-workers?
(e.g., _____)
- _____ (5) Your supervisor?
(e.g., _____)
- _____ (6) Other (specify) _____

42. Why did you leave this job? (Mark all that apply.)

- _____ (1) Quit to take another job
- _____ (2) Quit
- _____ (3) Laid off
- _____ (4) Fired
- _____ (5) Had problems getting to work
- _____ (6) Job too easy
- _____ (7) Job too difficult
- _____ (8) Personal illness
- _____ (9) Family problems
- _____ (10) Other (Specify) _____

43. Where are you living now? (Then ask) How long have you lived there?

<u>Where Living</u>	<u>How Long</u>
_____ (1) Live in home you own	_____
_____ (2) Live alone in an apartment	_____
_____ (3) Live in an apartment with friends	_____
_____ (4) Live with your parents (or legal guardians)	_____
_____ (5) Live with relatives (Specify) _____	_____
_____ (6) Live in a group home	_____
_____ (7) Other (Specify) _____	_____

44. How much do you spend on housing each month? _____

45. Have you had the same living arrangement since high school?

_____ (1) Yes
_____ (2) No (Specify type of arrangement) _____

46. How do you usually get to work? (If interviewee does not work, skip to #47.)

_____ (1) Drive a car or motorcycle
_____ (2) Carpool with others
_____ (3) Ride a bicycle
_____ (4) Walk
_____ (5) Take a taxi
_____ (6) Other (Specify) _____

47. How do you usually get to other places (e.g., shopping, church, or entertainment)?

_____ (1) Drive a car or motorcycle
_____ (2) Carpool with others
_____ (3) Ride a bicycle
_____ (4) Walk
_____ (5) Take a taxi
_____ (6) Other (Specify) _____

48. If you drive or operate a motor vehicle, do you have insurance?
- _____ (1) You do not drive
- _____ (2) No, You drive but do not have insurance
- _____ (3) Yes
49. Do you regularly receive money from (Check all that apply):
- _____ (1) Parents?
- _____ (2) Job?
- _____ (3) Vocational Rehabilitation?
- _____ (4) Social Security?
- _____ (5) Department of Public Social Service (DPSS)?
- _____ (6) Other (Specify) _____
50. Do you have a:
- _____ (1) Savings account?
- _____ (2) Checking account?
- _____ (3) Other (Specify) _____
51. Do you have:
- _____ (1) Life insurance?
- _____ (2) Health insurance?
- _____ (3) Other insurance (Specify) _____
52. Are you a registered voter?
- _____ (1) Yes
- _____ (1) No
53. How do you feel about your life so far?
- _____ (1) Very dissatisfied/very unhappy
- _____ (2) OK, neutral
- _____ (3) Satisfied/happy
- _____ (4) Very satisfied/very happy

INTERVIEWER: PLEASE ANSWER THESE QUESTIONS BASED UPON YOUR PERCEPTION

1. How happy is the interviewee?

Very happy 1 2 3 4 5 Very unhappy

2. How successfully has the interviewee adapted to community life?

Very successfully 1 2 3 4 5 Very unsuccessfully

3. Please comment on anything you may think is relevant to the interview and the purpose of the study.

APPENDIX E
Guidelines for Conducting Interviews

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch, Research Unit

Longitudinal Follow-Up Study of Special Education Graduates

GUIDELINES FOR CONDUCTING INTERVIEWS

Preparing for the Interview

- Review the purpose of the interview.
- Familiarize yourself with the LAUSD special education program.
- Prepare yourself for possible questions.
- Become familiar with the interview format and the recording of responses.
- Make an appointment for the interview.
 1. Introduce yourself.
 2. Describe the purpose of the interview.
 3. Indicate the amount of time needed.
 4. Request a date and time for the interview.
- Confirm the appointment the day before the interview is to be held.

Beginning the Interview

- Arrive on time.
- Introduce yourself.
- Explain briefly the purpose of the interview.
- Assure the interviewee that responses will be reported anonymously.
- Indicate, approximately, the time you anticipate taking for the interview.

Managing the Interview

- Be sensitive to the fact that being interviewed is a threatening experience to many people. Try to put the interviewee at ease.
- Indicate how you will record responses.
- Use language appropriate to the person(s) being interviewed.
- Recognize the need for good two-way communication.
- Rephrase the question if it was not clear or follow-up with a related question (probe).
- Allow time for the interviewee to answer.
- Keep to the task. If the interview begins to wander, bring it back to where it should be by tactfully referring to the purpose and continuing.
- Try to conduct the interview within the requested time. If it

appears the interview will not be completed on time, ask for permission to continue.

- Observe the body language, both yours and theirs.

Ending the Interview

- Inquire if there is a question the interviewee would like to ask.
- Thank the interviewee for allowing you to conduct the interview.

Following the Interview

- Review the interview form to determine if the responses were recorded clearly.
- Record information that was not noted during the interview.
- Complete the last page of the interview form. Your perceptions are very important to the study.

APPENDIX F
Letter to Sample Graduates

Los Angeles Unified School District

ADMINISTRATIVE OFFICES: 450 NORTH GRAND AVENUE, LOS ANGELES, CALIFORNIA 90012

MAILING ADDRESS: BOX 3307, LOS ANGELES, CALIFORNIA 90031

TELEPHONE: (213) 625-6207

HARRY HANDLER
Superintendent of Schools

FLORALINE I. STEVENS
*Director
Research and Evaluation Branch*

June 30, 1987

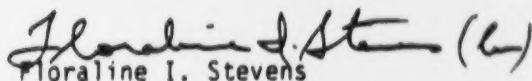
Dear Graduate:

The Research and Evaluation Branch, in cooperation with the Special Education Division of the Los Angeles Unified School District, is conducting a special follow-up study with a small group of graduates. The purpose of this study is to find out their experiences and opinions since leaving school. This information will help the district provide better instructional programs.

In a few days, one of our staff members will telephone to set up a date and time when you can be interviewed. We look forward to your participation in this very important study.

Thank you in advance for your cooperation.

Sincerely,

 (6)

Floraline I. Stevens
Director
Research and Evaluation Branch

FIS:ie

APPENDIX G
Geographical Areas

Longitudinal Study - Special Education

Graduates

<u>Zip Code</u>	<u>Postal Area</u>	<u>No. of Students</u>
90001	Florence	6
90002	Watts	6
90003	Broadway/Manchester	4
90004	Oakwood	2
90006	Pico Heights	3
90007	Dockweiler	3
90008	Crenshaw	5
90011	Col. Leon Washington, Jr.	6
90015	Del Valle	4
90016	West Adams	3
90018	Dockweiler	7
90019	Rimpau	5
90020	Sanford	1
90022	East LA	5
90023	Lugo	1
90024	Westwood Village	1
90025	West LA	2
90026	Edendale	3
90028	Hollywood	1
90030	Terminal Annex	1
90031	Lincoln Heights	1
90032	El Sereno	2
90033	Boyle	4
90034	Palms	8
90036	Bicentennial (WLA)	1
90037	Dockweiler	6
90039	Griffith	1
90042	Highland Park	5
90043	La Tijera	8
90044	Hancock (SLA)	9
90045	Westchester	1
90046	Cole Branch (Hollywood Hills)	2
90047	Wagner (SLA)	7
90059	Greenmead (SLA-Watts)	3
90061	" "	2
90062	La Tijera	4
90063	Hazard Branch (ELA)	5
90064	Rancho Park	1
90065	Glassell (ELA)	3
90066	Mar Vista	4

<u>Zip Code</u>	<u>Postal Area</u>	<u>No. of Students</u>
90068	Hollywood	2
90201	Bell	1
90210	Inglewood	1
90230	Culver City	5
90249	Inglewood	4
90250	Hawthorne	1
90255	Huntington Park	2
90272	Pacific Palisades	3
90290	Topanga	1
90291	Venice CA	2
90292	Inglewood	1
90303	"	1
90323	"	1
90405	"	1
90502	Torrance	1
90710	Harbor City	1
90731	Long Beach	2
90732	"	1
90745	"	7
90746	"	2
91042	Tujunga	1
91301	Agoura	1
91304	Van Nuys	2
91306	"	3
91307	"	2
91311	Chatsworth	5
91316	Van Nuys	1
91324	"	2
91325	"	1
91331	Pacoima	10
91335	Reseda	6
91340	Van Nuys	2
91342	"	2
91343	"	1
91344	"	9
91345	Van Nuys	2
91354	"	1
91356	Tarzana	3
91364	Woodland Hills	2
91367	" "	1

<u>Zip Code</u>	<u>Postal Area</u>	<u>No. of Students</u>
91401	Van Nuys	2
91402	"	3
91403	"	1
91406	"	4
91411	"	3
91420	Van Nuys	1
91423	"	1
91601	"	6
91602	"	1
91604	"	1
91606	Van Nuys	2
91607	"	<u>2</u>
Total		270